World History II
Item Specifications
Grades 9–12

Revised: July 2022

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Introduction

In 2014, Missouri legislators passed House Bill 1490, mandating the development of the Missouri Learning Expectations. In April of 2016, these Missouri Learning Expectations were adopted by the State Board of Education. In 2017, groups of Missouri educators from across the state collaborated to create the documents necessary to support the implementation of these expectations.

In the spring of 2021, Missouri educators came together again to review, update and revise these documents in response to the identification of Priority Standards from within the 2016 MLS.

This item specification document, which includes all Missouri grade level/course expectations, begins with the Tools of Social Science Inquiry, which are now the Priority Standards for Missouri Social Studies. Priority Standards are not new standards, but MLS identified by Missouri educators as foundational for an informed, engaged and contributing citizenry. Priority Standards for Missouri Social Studies are not intended to be taught or assessed in isolation, but rather in tandem with relevant, supporting Missouri content standards. They should be the foundation for instruction and assessment of all the Missouri Learning Standards Social Studies Expectations. Priority Standards appear in blue through this document.

This revised document serves as underpinning for the state-level assessment development process. However, it should also serve as a resource for local assessment development and may serve as a beginning element in local curriculum development. In particular, the identified details, examples and specific case studies included in the Item Specifications may be useful as local educator teams create, revise and/or enhance their curriculum and materials.

Components of the item specifications include:

Expectation Unwrapped breaks down a list of clearly delineated content and skills the students are expected to know and be able to do upon mastery of the Expectation.

Depth of Knowledge (DOK) Ceiling indicates the highest level of cognitive complexity that would typically be assessed on a large-scale assessment. The DOK ceiling is not intended to limit the complexity one might reach in classroom instruction.

Item Format indicates the types of test questions used in large-scale assessment. For each expectation, the item format specifies the type best suited for that particular expectation.

Content Limits/Assessment Boundaries are parameters that item writers should consider when developing a large-scale assessment. For example, some expectations should not be assessed on a large-scale assessment but are better suited for local assessment. While on state-level social studies assessment items students are not penalized for spelling or grammar errors, students should always be encouraged to use appropriate communication conventions. Further, on constructed response or short answer items, students should be reminded to answer the complete question

Sample stems are examples that address the specific elements of each expectation and address varying DOK levels. The sample stems provided in this document are in no way intended to limit the depth and breadth of possible item stems. The expectation should be assessed in a variety of ways. These item stems are a new 2022 addition to the 2017 Item Specifications document.

Stimulus Materials defines types of stimulus materials that can be used in the item stems.

NOTE: These resources are currently organized by strand: *History: Continuity and Change, Government Systems and Principles, Geographical Study, Economic Concepts, People Groups and Cultures* which follows the guidelines of the EOC Assessment Blueprint.

However, when working with these documents for curriculum development, many educators have found organizing the Item Specification by theme to be more useful: *Historical Foundations, Structure of Government and Government in Action.* Other educators have organized these Item Specifications by particular curriculum unit, whether the course is taught thematically, chronologically, aligns with essential questions, follows by an inquiry approach or even is taught in an interdisciplinary manner.

Educators are encouraged to organize the Item Specifications in ways most productive to their specific goal.

World History II Priority Standards
History: Continuity and Change

World History II: Priority Standard	9-12.WH.1.CC.A
Theme	**Tools of Social Science Inquiry** In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. • Ask questions: Why? Why there? Why then? What is the impact…? What is the real story…? What is the significance…? • Develop compelling questions and research the past. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counter-claims to address their questions. • Take appropriate, informed action based on their learning
Strand	**History: Continuity and Change**
MLS	Create and use tools to analyze a chronological sequence of related events in world history.

Expectation Unwrapped	DOK Ceiling – 3
Students will use various types of timelines, diagrams, and primary sources to analyze events in world history. Students will create various tools, such as diagrams, charts, maps, and timelines. This could include placing events in their chronological order or using primary source material to identify cause-and-effect relationships between related events.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
Content Limits/Assessment Boundaries Pair these skills to content for assessment. Reference content-specific standards (Themes 2-5) to identify appropriate placement to incorporate this tool of social science inquiry.	**Sample Stems** • Create a timeline of given events. • Create a timeline and answer, "These events most influenced the _____, because …" • TE Drag and Drop the following events in chronological order. • Given _____ and _____ sources, identify how this _____ event caused _____ event or effect.
Stimulus Materials Reference stimulus materials listed in content-specific standard.	

World History II: Priority Standard	9-12.WH.1.CC.B

Theme	**Tools of Social Science Inquiry** In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. • Ask questions: Why? Why there? Why then? What is the impact…? What is the real story…? What is the significance…? • Develop compelling questions and research the past. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counter-claims to address their questions. • Take appropriate, informed action based on their learning
Strand	**History: Continuity and Change**
MLS	Explain connections between historical context and peoples' perspectives at the time in world history.

Expectation Unwrapped	**DOK Ceiling** – 3
Students will explain how political, social, and economic circumstances of the time and place shaped the views and actions of individuals and institutions of a particular period.	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	**Sample Stems**
Pair these skills to content for assessment. Reference content-specific standards (Themes 2-5) to identify appropriate placement to incorporate this tool of social science inquiry.	• Given a particular time/place, explain how people thought _____. • The historical trend/event being alluded to in this source is most likely _____ because _____.
Stimulus Materials Reference stimulus materials listed in content-specific standard.	• Given primary source stimuli _____ and _____ (2 or 3 stimuli), determine different perspectives of different social groups of the time. How do you know? Provide evidence to support your answer.

World History II: Priority Standard	9-12.WH.1.CC.C

Theme	**Tools of Social Science Inquiry**
	In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.
	• Ask questions: Why? Why there? Why then? What is the impact…? What is the real story…? What is the significance…?
	• Develop compelling questions and research the past.
	• Anticipate and utilize the most useful sources to address their questions.
	• Develop and test claims and counter-claims to address their questions.
	• Take appropriate, informed action based on their learning
Strand	**History: Continuity and Change**
MLS	Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product that applies an aspect of world history post c. 1450 to a contemporary issue.

Expectation Unwrapped	DOK Ceiling – 3
The student will apply an aspect of world history post c. 1450 to a contemporary issue by doing the following:	**Item Format**
1. Pose a compelling central question.	Selected Response, Constructed Response, Technology Enhanced
2. Explain how the question builds on the ideas of experts.	
3. Use specific supporting questions grounded in expert ideas.	
4. Identify additional questions related to the central question.	
5. Consult multiple significant sources of various types.	
6. Analyze the strengths and weaknesses of others' ideas.	
7. Apply an appropriate discipline lens to explain or argue in a precise nuanced way.	
8. Plan and deliver a presentation based on task, audience, and purpose.	
9. Make strategic use of multimedia, as appropriate.	

Content Limits/Assessment Boundaries	Sample Stems
Pair these skills to content for assessment.	The student will apply an aspect of world history post c. 1450 to a contemporary issue by doing the following:
Reference content-specific standards (Themes 2-5) to identify appropriate placement to incorporate this tool of social science inquiry.	• Pose a compelling central question.
	• Explain how the question builds on the ideas of experts.
Stimulus Materials	• Use specific supporting questions grounded in expert ideas.
Reference stimulus materials listed in content-specific standard.	• Identify additional questions related to the central question.
	• Consult multiple significant sources of various types.
	• Critique the strengths and weaknesses of others' ideas.
	• Apply an appropriate discipline lens to explain or argue in a precise nuanced way.
	• Plan and deliver a presentation based on task, audience, and purpose.
	• Make strategic use of multimedia, as appropriate.
	• What impact did _____ have on history?
	• Why was _____ considered a turning point in history? How do you know?

World History II: Priority Standard	9-12.WH.1.CC.D

Theme	**Tools of Social Science Inquiry** In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. • Ask questions: Why? Why there? Why then? What is the impact…? What is the real story…? What is the significance…? • Develop compelling questions and research the past. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counter-claims to address their questions. • Take appropriate, informed action based on their learning
Strand **MLS**	**History: Continuity and Change** Using an inquiry lens, develop compelling questions about world history post c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.

Expectation Unwrapped	**DOK Ceiling** – 3
Students will apply appropriate disciplinary lenses (concepts, knowledge, reasoning, tools, and viewpoints) to explain or argue about a post c. 1450 world history topic in a precise or nuanced way while acknowledging the limitations of those lenses. Students will use reliable and relevant resources to support their research. Corroboration of valid information and analyzing contradictions of sources are part of this process.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
Content Limits/Assessment Boundaries Pair these skills to content for assessment. Reference content-specific standards (Themes 2-5) to identify appropriate placement to incorporate this tool of social science inquiry.	**Sample Stems** • What questions might you create to explore _____? • Create a thought provoking historical question; give a list of possible sources that can be used to answer the question. • Given a certain criteria _____, pose an essential question about historical perspectives on a specific topic. Research to answer the question. Has the perspective changed over time? How do you know? • Given _____ and _____ identify differing perspectives over a specific event in history? What evidence can you provide to show the difference in viewpoints? • TE Drag and Drop the provided statements with which person in history would most likely have that opinion on a specific period or event.
Stimulus Materials Reference stimulus materials listed in content-specific standard.	

World History II: Priority Standard	9-12.WH.1.CC.E

Theme	**Tools of Social Science Inquiry**
	In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.
	• Ask questions: Why? Why there? Why then? What is the impact…? What is the real story…? What is the significance…?
	• Develop compelling questions and research the past.
	• Anticipate and utilize the most useful sources to address their questions.
	• Develop and test claims and counter-claims to address their questions.
	• Take appropriate, informed action based on their learning
Strand	**History: Continuity and Change**
MLS	Analyze the causes and consequences of a specific problem in world history post c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.

Expectation Unwrapped	DOK Ceiling – 3
Students clearly, thoroughly, and precisely analyze a problem in world history post c. 1450 to understand its characteristics and causes, using multiple significant examples from different contexts. Students will explain and prioritize opportunities and challenges in addressing the problem.	**Item Format**
	Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Pair these skills to content for assessment. Reference content-specific standards (Themes 2-5) to identify appropriate placement to incorporate this tool of social science inquiry.	• Given _____ problem, explain and analyze the causes and consequences. • Create a cause and effect chart. Analyze the short and long-term effects of the events on the chart.
Stimulus Materials	• What were the causes of change illustrated in _____?
Reference stimulus materials listed in content-specific standard.	• What were the consequences, intended or unintended of _____ event in history? How do you know?

Government Systems and Principles

World History II: Priority Standard	9-12.WH.1.GS.A

Theme	**Tools of Social Science Inquiry** In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. • Ask questions: Why? Why there? Why then? What is the impact…? What is the real story…? What is the significance…? • Develop compelling questions and research the past. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counter-claims to address their questions. • Take appropriate, informed action based on their learning
Strand	**Government Systems and Principles**
MLS	Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in world history post c.1450.

Expectation Unwrapped	DOK Ceiling – 3
Students will show that laws, policies, and processes have intended and unintended consequences for individuals and groups in society. Students will look at the past and present, identify cause and effect, make predictions about the outcomes of a political decision, and be able to identify the subsequent consequences and benefits.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
Content Limits/Assessment Boundaries Pair these skills to content for assessment. Reference content-specific standards (Themes 2-5) to identify appropriate placement to incorporate this tool of social science inquiry.	**Sample Stems** • Looking at past and present, identify cause and effect, make predictions about the outcomes of a political decision, and be able to identify the subsequent consequences and benefits. • Compare and contrast the following two historic governments and their policy effects of the people of their countries. • What were the consequences, intended or unintended of _____ laws in history? How do you know? • Using ____, ____, and ____ sources, provide evidence to show the consequences of ____ law on ____ group of people in __ society. • Using ____ historical context, determine possible consequences of ____ law in modern society. Cite evidence to show your prediction.
Stimulus Materials Reference stimulus materials listed in content-specific standard.	

World History II: Priority Standard		9-12.WH.1.GS.B
Theme	**Tools of Social Science Inquiry** In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. • Ask questions: Why? Why there? Why then? What is the impact…? What is the real story…? What is the significance…? • Develop compelling questions and research the past. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counter-claims to address their questions. • Take appropriate, informed action based on their learning	
Strand	**Government Systems and Principles**	
MLS	Predict the consequences that can occur when individuals fail to carry out their personal responsibilities.	

Expectation Unwrapped	DOK Ceiling – 3
Students will identify how decisions made by historical leaders impact their respective societies and the world.	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Pair these skills to content for assessment. Reference content-specific standards (Themes 2-5) to identify appropriate placement to incorporate this tool of social science inquiry.	• Given _____ event, predict the consequences and justify your ideas. • Create a chart that shows a leader and their impact on a group of people. • Compare and contrast the successes and failures of a historic leader.
Stimulus Materials Reference stimulus materials listed in content-specific standard.	• Using _____ primary source and secondary source stimulus provide evidence to show the consequences of _____ individual's failure on _____ group of people in _____ society. • What were the consequences, intended or unintended of _____has an historical leader? How do you know? Who would disagree with you and why • Using _____, _____, and _____ sources, • Using _____historical context, determine possible consequences of _____'s failed leadership in modern society. Cite evidence to show your prediction.

World History II: Priority Standard	9-12.WH.1.GS.C

	Tools of Social Science Inquiry
Theme	In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.
	• Ask questions: Why? Why there? Why then? What is the impact…? What is the real story…? What is the significance…?
	• Develop compelling questions and research the past.
	• Anticipate and utilize the most useful sources to address their questions.
	• Develop and test claims and counter-claims to address their questions.
	• Take appropriate, informed action based on their learning
Strand	**Government Systems and Principles**
MLS	Predict the consequences that can occur when institutions fail to meet the needs of individuals and groups.

Expectation Unwrapped	**DOK Ceiling – 3**
Students will identify how decisions made by governments, institutions, and organizations impact their respective societies and the world.	**Item Format**
	Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	**Sample Stems**
Pair these skills to content for assessment. Reference content-specific standards (Themes 2-5) to identify appropriate placement to incorporate this tool of social science inquiry.	• Given _____ event, predict the consequences. • Given the following information _____, what can you predict happened next based on similar events in history?
Stimulus Materials	• Given _____ stimulus, compare and contrast how different governments affected _____ social groups in history.
Reference stimulus materials listed in content-specific standard.	• Identify and describe how different social groups affected by _____'s leadership in history? • How did _____ decision impact _____ group differently than _____ group? How do you know?

Geographic Study

World History II: Priority Standard	9-12.WH.1.G.A
Theme **Strand** **MLS**	**Tools of Social Science Inquiry** In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. • Ask questions: Why? Why there? Why then? What is the impact…? What is the real story…? What is the significance…? • Develop compelling questions and research the past. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counter-claims to address their questions. • Take appropriate, informed action based on their learning **Geographic Study** Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history c. 1450- 2010.

Expectation Unwrapped	**DOK Ceiling** – 3
Students will create and use multiple relevant sources of various types (maps, visuals, charts, graphs, data, and diagrams) to make generalizations based on data supported by facts.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
Content Limits/Assessment Boundaries Pair these skills to content for assessment. Reference content-specific standards (Themes 2-5) to identify appropriate placement to incorporate this tool of social science inquiry.	**Sample Stems** • Create and use multiple relevant sources of various types (maps, visuals, charts, graphs, data, and diagrams) to make generalizations based on data supported by facts. • Create a mind map of a specific historical event and its effects, using phrases and pictures to show connections. • Using at least two or three stimuli, cite evidence to explain a pattern or trend over time. • Given at least three samples of information, create a graph, chart, or map to show a pattern or trend over time for _____.
Stimulus Materials Reference stimulus materials listed in content-specific standard.	

World History II: Priority Standard	9-12.WH.1.G.B

Theme	**Tools of Social Science Inquiry**
	In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.
	• Ask questions: Why? Why there? Why then? What is the impact…? What is the real story…? What is the significance…?
	• Develop compelling questions and research the past.
	• Anticipate and utilize the most useful sources to address their questions.
	• Develop and test claims and counter-claims to address their questions.
	• Take appropriate, informed action based on their learning
Strand	**Geographic Study**
MLS	Analyze how the physical and human characteristics of world regions post c. 1450 are connected to changing identity and culture.

Expectation Unwrapped	DOK Ceiling – 3
Students will differentiate between physical and human characteristics. Students will identify cultural characteristics that make a region. Characteristics could include religion, language, and customs. Students will be able to draw conclusions about how these characteristics are defined and how they change within various regions.	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Pair these skills to content for assessment. Reference content-specific standards (Themes 2-5) to identify appropriate placement to incorporate this tool of social science inquiry.	• Match physical and human characteristics with the identity and culture with which they most closely align. • Use a map to show changing demographics in the following country _____. • Using the multiple primary sources provided, draw conclusions about a _____ group of people and how they have changed over time based on their location. Cite evidence from the sources in your answer. • Using the information provided from the question above, analyze how that compares and contrasts to a different group of people from the same region in a similar period of time? Different periods of time? A different region during the same time? A different region during a different period?
Stimulus Materials	
Reference stimulus materials listed in content-specific standard.	

World History II: Priority Standard	9-12.WH.1.G.C

Theme	**Tools of Social Science Inquiry** In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. • Ask questions: Why? Why there? Why then? What is the impact…? What is the real story…? What is the significance…? • Develop compelling questions and research the past. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counter-claims to address their questions. • Take appropriate, informed action based on their learning
Strand	**Geographic Study**
MLS	Locate major cities of the world and key world nations; the world's continents, and oceans; and major topographical features of the world.

Expectation Unwrapped	DOK Ceiling – 3
Students will, relative to key content, locate major cities and states and identify geographic features.	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Pair these skills to content for assessment. Reference content-specific standards (Themes 2-5) to identify appropriate placement to incorporate this tool of social science inquiry.	• Given a map, locate major cities of the world and key world nations; the world's continents, and oceans; and major topographical features of the world.
Stimulus Materials	• Label a map and analyze how a specific place benefited from its location.
Reference stimulus materials listed in content-specific standard.	• Using a map, identify how a geographical feature negatively affected a group of people from a specific location.

Economic Concepts

World History II: Priority Standard	9-12.WH.1.EA.A
Theme **Strand** **MLS**	**Tools of Social Science Inquiry** In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. • Ask questions: Why? Why there? Why then? What is the impact…? What is the real story…? What is the significance…? • Develop compelling questions and research the past. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counter-claims to address their questions. • Take appropriate, informed action based on their learning **Economic Concepts** Using a world history lens, analyze the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals post c. 1450-2010.

Expectation Unwrapped	**DOK Ceiling** – 3
Students will define opportunity cost. Students will create a cost-benefit analysis of the effect of macroeconomic decisions, made by governments, on individuals and society. Students will create a cost-benefit analysis of the effect of microeconomic decisions, made by individuals, on society and government. Students should be able to use different economic terms emerging in this era, such as mercantilism, capitalism, communism, market economies, etc. in context as appropriate.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
Content Limits/Assessment Boundaries Pair these skills to content for assessment. Reference content-specific standards (Themes 2-5) to identify appropriate placement to incorporate this tool of social science inquiry.	**Sample Stems** • Create a cost-benefit analysis of the effect of macroeconomic decisions, made by governments, on individuals and society. • How can a decision by a government positively and negatively impact its economy? • How have governments used opportunity costs to fund certain areas, and defend other areas? • Using ____, ____, and ____ to provide evidence on how a government in ____ economic system might affect its citizens positively or negatively. Compare and contrast that to decisions made using the same criteria from other economic systems.
Stimulus Materials Reference stimulus materials listed in content-specific standard.	

People, Groups, and Cultures

World History II: Priority Standard	9-12.WH.1.PC.A

Theme	**Tools of Social Science Inquiry** In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. • Ask questions: Why? Why there? Why then? What is the impact…? What is the real story…? What is the significance…? • Develop compelling questions and research the past. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counter-claims to address their questions. • Take appropriate, informed action based on their learning
Strand	**People, Groups, and Cultures**
MLS	Using a world history lens, describe how peoples' perspectives shaped the sources/artifacts they created.

Expectation Unwrapped	DOK Ceiling – 3
Students, when analyzing primary resources, will be able to take into consideration point of view; bias; audience; purpose; and political, social, and economic circumstances of the time to develop historical empathy. Students will employ principles of historical contextualization in their analysis.	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Pair these skills to content for assessment. Reference content-specific standards (Themes 2-5) to identify appropriate placement to incorporate this tool of social science inquiry.	• Identify the point of view; bias; audience; purpose; and political, social, and economic circumstances of a particular source, artifact. • Fill out a HIPP form (Historical context, intended audience, point of view, purpose) on the following document _____.
Stimulus Materials Reference stimulus materials listed in content-specific standard.	• Using the primary sources provided, analyze how different social groups have different perspectives on _____ topic. Choose one to analyze using contextualization in your analysis. Why did you choose this one? What compelled that reaction? Why?

World History II: Priority Standard	9-12.WH.1.PC.B

Theme	**Tools of Social Science Inquiry**
	In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.
	• Ask questions: Why? Why there? Why then? What is the impact…? What is the real story…? What is the significance…?
	• Develop compelling questions and research the past.
	• Anticipate and utilize the most useful sources to address their questions.
	• Develop and test claims and counter-claims to address their questions.
	• Take appropriate, informed action based on their learning
Strand	**People, Groups, and Cultures**
MLS	Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.

Expectation Unwrapped	DOK Ceiling – 3
Using a world history lens, students will examine the origins and impacts of social structures and stratification on societies and individuals through each theme. Students will explore customs, traditions, norms, and roles in their examination.	**Item Format**
	Selected Response, Constructed Response, Technology Enhanced
Content Limits/Assessment Boundaries	**Sample Stems**
Pair these skills to content for assessment.	• Examine the origins and impacts of social structures and stratification on societies and individuals through each theme.
Reference content-specific standards (Themes 2-5) to identify appropriate placement to incorporate this tool of social science inquiry.	• How did the social structure of _____ develop over time?
Stimulus Materials	• How do groups use traditions, customs, norms and role to create a society?
Reference stimulus materials listed in content-specific standard.	• Using the provided stimulus, examine how a society's customs, traditions, norms, and roles came to be. How did they change over time? How do you know? Cite evidence from the stimulus in your answer.

World History II Content Standards
History: Continuity and Change

World History II: Content Standard	9-12.WH.2.CC.A
Theme **Strand** **MLS**	**Accelerated Exchange** The study of world history begins with a brief review of areas of wealth including African cultures, the Islamic world, and Chinese dynasties. The links among regions through travel are emphasized, which illustrates interregional connections in the period of accelerated exchange. Examples include West Africa, the Eurasian heartland, and the oceanic routes of the South China Sea and the Indian Ocean. The rebirth of education, arts, and sciences, along with major shifts in perspectives of culture, government and the Church, shaped the Western world. Students will examine how the accelerated exchanges occurring before the Renaissance and Reformation challenged old ideas and created new solutions for an emerging modern world. **History: Continuity and Change** Explain the causes and effects of the expansion of societies in Western Africa, Byzantine Empire, Gupta India, Chinese Dynasties, and Muslim Empires.

Expectation Unwrapped	DOK Ceiling – 3
Students will identify and explain the causes and effects of expansion of the following societies: Western Africa, Byzantine Empire, Gupta India, Chinese Dynasties, and Muslim Empires. Causes might include political, religious, and economic motivations for expansion. • Effects might include conflicts between societies, economic or geographic advantages, and the spread of cultural/religious ideas.	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, the following: • Use stimuli (such as maps), make conclusions about the causes and effects of the expansion of major civilizations of this time period • Use stimuli (such as maps or other data) to identify political and geographic advantages of civilizations	• Use stimuli (such as maps) to make conclusions about the causes and effects of the expansion of major civilizations of this period. • Use stimuli (such as maps or other data) to identify political and geographic advantages of civilizations. • Create a cause and effect chart on a specific empire. What was the empire's effect on that specific part of the world? • Using these selection of primary sources, explain how _____ society affected _____ society's culture, customs, religions, government, economy, and technology through expansion of the empire. • Were these effects positive or negative on the secondary culture? How did you draw these conclusions? • How and why were these empires able to expand so easily when others could not? How do you know?

Stimulus Materials	
Maps, timelines, cause/effect diagrams, primary sources, secondary sources	

World History II: Content Standard	9-12.WH.2.CC.B

Theme	**Accelerated Exchange** The study of world history begins with a brief review of areas of wealth including African cultures, the Islamic world, and Chinese dynasties. The links among regions through travel are emphasized, which illustrates interregional connections in the period of accelerated exchange. Examples include West Africa, the Eurasian heartland, and the oceanic routes of the South China Sea and the Indian Ocean. The rebirth of education, arts, and sciences, along with major shifts in perspectives of culture, government and the Church, shaped the Western world. Students will examine how the accelerated exchanges occurring before the Renaissance and Reformation challenged old ideas and created new solutions for an emerging modern world.
Strand	**History: Continuity and Change**
MLS	Compare the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and Middle East in ancient and medieval times.

Expectation Unwrapped	DOK Ceiling – 2
The student will create SPICE charts (social, political, interaction between humans and the environment, cultural, economic) for comparison of the major civilizations of the Middle Ages. Religion and art are included within the cultural element.	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, the following: • Use stimuli to create SPICE charts (social, political, interaction between humans and the environment, cultural, economic) for comparison of the major civilizations of the Middle Ages • Use stimuli to sort characteristics of civilizations into the appropriate categories • Summarize what makes medieval societies of the period similar and different. • Depth over breadth is encouraged, as is student-directed inquiry for this element. Student experts and presentations work well within this standard.	• Create SPICE charts (social, political, interaction between humans and the environment, cultural, economic) for comparison of the major civilizations of the Middle Ages. • Compare and contrast two early civilizations using a Venn diagram. • Create GRAPES charts for several major civilizations of ancient and medieval times. Use those charts to compare and contrast differences in several different cultures. What are the similarities, what are the differences? Summarize your findings. • TE Drag and Drop specific items of different medieval civilizations into the appropriate civilization. Once completed, compare and contrast your findings in a well-written paragraph. • This standard works well as presentations/ student directed inquiries and assessment elements.
Stimulus Materials Primary sources, secondary sources, maps, charts, graphs, timelines	

World History II: Content Standard	9-12.WH.2.CC.C

Theme	**Accelerated Exchange**
	The study of world history begins with a brief review of areas of wealth including African cultures, the Islamic world, and Chinese dynasties. The links among regions through travel are emphasized, which illustrates interregional connections in the period of accelerated exchange. Examples include West Africa, the Eurasian heartland, and the oceanic routes of the South China Sea and the Indian Ocean. The rebirth of education, arts, and sciences, along with major shifts in perspectives of culture, government and the Church, shaped the Western world. Students will examine how the accelerated exchanges occurring before the Renaissance and Reformation challenged old ideas and created new solutions for an emerging modern world.
Strand	**History: Continuity and Change**
MLS	Explain how the Crusades, Scientific Revolution, Black Death, and the resulting exchanges that followed, impacted Europe and led to the Renaissance.

Expectation Unwrapped	DOK Ceiling – 3
The student will identify contributions in math, science, technology, and classical literature of the Islamic world during the Middle Ages that were brought to Europe as a consequence of the Crusades and European interaction with the East. The student will identify how the Black Death led to the decline/fall of feudalism, a rise in incomes, and a reduction in population.	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, the following: • Describe the contributions of the Islamic world during the Middle Ages to Europe i.e., universities, surgery, algebra, Moors in Spain • Identify the social, political, and economic effects of Crusades and Black Death on Europe • Explain cause-and-effect relationships between Crusades/Black Death/Scientific Revolution and their impacts	• Explain how the Crusades, Black Death, Scientific Revolution and the resulting exchanges that followed, impacted Europe and led to the Renaissance. • How did the spread of the Black Death negatively impact Europe? • How did the Crusades and the Black Death lead to nation building? • How did scientific discoveries impact cultural exchange? • Using a variety of primary sources about Crusades, Black Death, and the Scientific Revolution, analyze how these events led to an accelerated exchange of ideas and a rapid impact on Europe. How did this create a Renaissance? How did you know? Cite evidence from the primary sources.
Stimulus Materials Primary sources, secondary sources, maps, charts, graphs, timelines	
	Note: This is a key standard to ask students to employ intended and unintended consequences, causation and anticipated and unanticipated connections and impact.

World History II: Content Standard	9-12.WH.3.CC.A

Theme	**Age of Discovery and Exchange**
	Unprecedented global interconnectedness resulted from the growth of empires, the spread and transformation of religions, and the age of exploration and colonization. This period of global exploration, inspired by technological and intellectual innovation along with economic pressures, connected previously isolated areas resulting in a global cultural exchange. This exchange expanded interregional systems of trade and communication, cultural interrelations, and learning. During this period, great empires in the old and new world developed, expanded and collapsed.
Strand	**History: Continuity and Change**
MLS	Analyze the historical context of the Protestant Reformation and Scientific Revolution to explain new institutions and ways of thinking, and explain their social, political and economic impact.

Expectation Unwrapped	DOK Ceiling – 3
The student will describe the power and abuses of the Catholic Church on the people of Europe. The student will evaluate the impact of the printing press on the availability and dissemination of information, including translation and mass production of religious and scientific texts. The student will identify the various political and economic motivations for the Protestant Reformation. Students should explore connections between changing social roles for various groups of people.	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, the following: • Explain how new religious institutions (such as Lutheranism, Calvinism, Church of England) responded to the issues identified by religious reformers • Describe how the ideas of the Scientific Revolution, such as the heliocentric theory and advances in medicine, challenged the authority of the Catholic Church, Analyzing how the Counter-Reformation was spurred by the Scientific Revolution • Analyze how the Scientific Revolution directly and indirectly contributed to social and political changes. • Investigate how women contributed to all these changes and how women's lives and roles were affected by the changes.	• Explain how new religious institutions (such as Lutheranism, Calvinism, Church of England) responded to the issues identified by religious reformers. • Describe how the ideas of the Scientific Revolution, such as the heliocentric theory and advances in medicine, challenged the authority of the Catholic Church • How did new technologies impact the spread of religion? • How did new scientific discoveries challenge the church? • Explain the causes and effects of the Reformation and the Catholic Counter-Reformation on Europe. • Using _____ and _____ primary sources analyze how new technology impacted the spread of religious and scientific texts during the Scientific Revolution and Protestant Reformation. • Using a variety of primary sources, cite evidence to support a claim that the spread of scientific information challenged the authority of the Catholic Church. Note: This is a standard where women as agents of change is important to explore. How were women involved in these movements of change?
Stimulus Materials	
Primary sources, secondary sources, charts, graphs, maps	

World History II: Content Standard	9-12.WH.3.CC.B

Theme	**Age of Discovery and Exchange**
	Unprecedented global interconnectedness resulted from the growth of empires, the spread and transformation of religions, and the age of exploration and colonization. This period of global exploration, inspired by technological and intellectual innovation along with economic pressures, connected previously isolated areas resulting in a global cultural exchange. This exchange expanded interregional systems of trade and communication, cultural interrelations, and learning. During this period, great empires in the old and new world developed, expanded and collapsed.
Strand	**History: Continuity and Change**
MLS	Analyze the causes and consequences of European overseas expansion to determine its effect on people and cultures in Europe, Asia, Africa, and the Americas.

Expectation Unwrapped	DOK Ceiling – 3
The student will explain the various causes for European overseas exploration and expansion, including the spread of Christianity, resources, new routes to Asia for the spice trade and individual and national prestige. The student will describe how this expansion affected the colonizing nations, adjacent peoples and nations, and the indigenous peoples in Asia, Africa and the Americas.	**Item Format**
	Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, the following: • Trace the motivations for European overseas exploration and expansion • Describe the consequences of European exploration and colonization on the European nations, adjacent peoples and nations and the indigenous peoples (such as the Columbian Exchange, triangular trade, Atlantic slave trade)	• Trace the motivations for European overseas exploration and expansion • Describe the consequences of European exploration and colonization on the European nations and the indigenous peoples (such as the Columbian Exchange, triangular trade, Atlantic slave trade) • Explain different countries' settlement and exchange. Analyze their impacts on the indigenous people of areas conquered. • Using a World Map, create a product that shows European expansion into Asia, Africa, and the Americas. Color code colonial expansion by country, using a system of arrows to show the Columbia Exchange, Triangular trade, and the Atlantic slave trade routes. Provide a key as well as a list of products imported and exported.
Stimulus Materials	
Primary sources, secondary sources, maps, charts, graphs, timelines	

World History II: Content Standard	9-12.WH.3.CC.C

Theme	**Age of Discovery and Exchange** Unprecedented global interconnectedness resulted from the growth of empires, the spread and transformation of religions, and the age of exploration and colonization. This period of global exploration, inspired by technological and intellectual innovation along with economic pressures, connected previously isolated areas resulting in a global cultural exchange. This exchange expanded interregional systems of trade and communication, cultural interrelations, and learning. During this period, great empires in the old and new world developed, expanded and collapsed.
Strand	**History: Continuity and Change**
MLS	Explain the challenges and benefits of large land empires including those found in Russia, China, and the Middle East.

Expectation Unwrapped	DOK Ceiling – 3
The student will identify and label large, land-based empires (such as Russia, China, Ottoman). The student will summarize the geographic and demographic advantages and disadvantages of these empires. Topics including Westernization, isolation, interaction of different ethnic groups in areas and the process and impact of assimilation. The concept of cultural diffusion should be explored in this expectation.	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, the following: • Use maps to identify and label large, land-based empires (such as Russia, China, Ottoman) • Use stimuli, (maps, charts, graphs) to identify challenges and benefits of effectively controlling a large empire	• How do large land empires cause challenges and bring benefits? • How did the _____ Empire maintain their hold on large areas? • Analyze the struggles that large empires saw in trying to maintain their power. • Providing a map, have students color code and label the large land-based empires. Compare and contrast these empires and have students provide essential questions that could be answered using the map. • Using at least three stimuli, compare and contrast major land large empires. Provide the challenges and benefits of controlling the empire geographically. Which do you think did it best? Cite evidence for how you chose what you chose.
Stimulus Materials Primary sources, secondary sources, maps, charts, graphs, timelines	

World History II: Content Standard	9-12.WH.4.CC.A

Theme	**Age of Revolution** The Enlightenment and the Age of Revolution brought radical change to all aspects of peoples' lives. Ideas from classical governments, along with new ways of thinking resulting from the Renaissance and Reformation, caused individuals to view their relationship with government in new ways. These revelations led to political, social, and cultural revolutions in Europe, and the Americas including changing ideas about class, race and identity. The Industrial Revolution changed the way in which individuals lived: the production of new goods, a global movement of people, a division of labor, and a new stratification of society.
Strand **MLS**	**History: Continuity and Change** Evaluate the forms of republics over time to determine their implication for pre-revolutionary ideas and expectations during the Age of Revolution.

Expectation Unwrapped	DOK Ceiling – 3
The student will review characteristics of republican forms of government through history, with an emphasis on Rome, noting the structures and function of republics. The student will describe how the earlier republics provided an alternative model to absolutism.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
Content Limits/Assessment Boundaries Content may include, but is not limited to, the following: • Describe the structure and function of the ancient Roman Republic (Review from WHI) • Use stimuli to evaluate the extent to which early republics influenced prerevolutionary ideas by making connections and noting similarities	**Sample Stems** • Explain two examples of republics and how they influenced later governments. • How did the Age of Enlightenment contribute to the spread revolutionary ideas?
Stimulus Materials Primary sources (such as excerpts from the Philosophe's, Livy's writings about Roman democracy), secondary sources, charts, graphs, Venn diagrams, timelines.	• How did ancient ideas of democracy and republicanism show promise during the pre-revolutionary ideas? • Using primary sources, describe the structure and function of the ancient Roman republic. How does this compare to the revolutionary ideas of _____ primary source.

World History II: Content Standard	9-12.WH.4.CC.B

Theme	**Age of Revolution**
	The Enlightenment and the Age of Revolution brought radical change to all aspects of peoples' lives. Ideas from classical governments, along with new ways of thinking resulting from the Renaissance and Reformation, caused individuals to view their relationship with government in new ways. These revelations led to political, social, and cultural revolutions in Europe, and the Americas including changing ideas about class, race and identity. The Industrial Revolution changed the way in which individuals lived: the production of new goods, a global movement of people, a division of labor, and a new stratification of society.
Strand	**History: Continuity and Change**
MLS	Compare and contrast causes and significant outcomes of political revolutions during this era.

Expectation Unwrapped	DOK Ceiling – 3
The student will outline the causes and outcomes of political revolutions, such as the Glorious Revolution, the American Revolution, the French Revolution, the Haitian Revolution, and the Latin American revolutions.	**Item Format**
• Causes include political, social, and economic tensions between and within societies. • Outcomes include political independence/new governmental systems, conflicts within and between nations (Napoleonic Wars), varying levels of political stability, and social and economic change.	Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, the following: • Use a Venn diagram to compare and contrast the causes and outcomes of the above political revolutions • Evaluate (score/measure) the success of revolutions in achieving their goals, supporting conclusions with evidence	• Use a Venn diagram to compare and contrast the causes and outcomes of the above political revolutions • Evaluate (score/measure) the success of revolutions in achieving their goals, supporting conclusions with evidence • Create criteria for defining a revolution.
Stimulus Materials	• How revolutionary was the following revolution ____?
Primary sources, secondary sources, maps, charts, graphs, Venn diagrams, timelines	• Create a Venn diagram to compare and contrast revolutions. • Using the following political, social, and economic primary and secondary sources, discuss the different causes and effects of ____ revolution. Compare and contrast those with ____ revolution. • Correlate the timing of each revolution to discuss the "Age of Revolutions" as an era of time. Support your answer with evidence from the text.

World History II: Content Standard	9-12.WH.4.CC.C
Theme **Strand** **MLS**	**Age of Revolution** The Enlightenment and the Age of Revolution brought radical change to all aspects of peoples' lives. Ideas from classical governments, along with new ways of thinking resulting from the Renaissance and Reformation, caused individuals to view their relationship with government in new ways. These revelations led to political, social, and cultural revolutions in Europe, and the Americas including changing ideas about class, race and identity. The Industrial Revolution changed the way in which individuals lived: the production of new goods, a global movement of people, a division of labor, and a new stratification of society. **History: Continuity and Change** Analyze political revolutions and reform movements in order to determine their enduring effects worldwide on the political expectations for self-government and individual liberty.

Expectation Unwrapped	DOK Ceiling – 3
The student will analyze how political revolutions and reform movements (mainly of the Industrial Revolution, such as education, labor, women's rights) changed governments and policies. • Political revolutions-Written Constitutions, Enlightenment ideas and writings, Bills of Rights, protection of minority rights, rise of nationalism • Industrial Revolution-Altered economic status of individuals, rise of new economies creates need for laws to protect workers, rise of unions • Reform movements-Political, economic, social reform led to protections and new government institutions including worker protections, public health and mental health reform	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, the following: • Categorize political revolutions and reform movements with their lasting impacts • Use stimuli (such as a graph) to identify the movement that prompted a particular demographic change • Summarize the ideals represented in foundational documents of the era	• Categorize political revolutions and reform movements with their lasting impacts. • Use stimuli (such as a graph) to identify the movement that prompted a particular demographic change. • Summarize the ideals represented in foundational documents of the era • How did the governments respond to ideas of the Enlightenment? What Enlightenment ideas were considered revolutionary and why? • Analyze the following primary source documents to assess how the Industrial Revolution led to governmental changes for _____ social group. Were the changes viewed positively or negatively? Short-term and long-term changes and impact. Explain. • Analyze the following primary source documents to assess how the Industrial Revolution led to widespread philosophical and political change. Cite evidence from the text to provide examples of the changes. Correlate the timing of each revolution to discuss the "Age of Revolutions" as an era of time. Support your answer with evidence from the text.
Stimulus Materials Primary sources, secondary sources, maps, charts, graphs, timelines	

World History II: Content Standard	9-12.WH.4.CC.D

Theme	**Age of Revolution**
	The Enlightenment and the Age of Revolution brought radical change to all aspects of peoples' lives. Ideas from classical governments, along with new ways of thinking resulting from the Renaissance and Reformation, caused individuals to view their relationship with government in new ways. These revelations led to political, social, and cultural revolutions in Europe, and the Americas including changing ideas about class, race and identity. The Industrial Revolution changed the way in which individuals lived: the production of new goods, a global movement of people, a division of labor, and a new stratification of society.
Strand	**History: Continuity and Change**
MLS	Analyze responses and reactions to revolutions in order to predict future conflicts.

Expectation Unwrapped	DOK Ceiling – 3
The student will explain how people, institutions, and governments responded to economic and political revolutions of the mid and late 19th century. The student will describe how changes and conflicts were introduced by the new forms of government, new economic systems, and new social order. The varying rise of nationalism in Asia, Africa the Americas should be explored.	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, the following: • Use stimuli to analyze the response/reaction to above-mentioned revolutions, such as how the French Revolution led to the Concert of Europe; how the Haitian Revolution led to Napoleon's sale of LA territory; how the Industrial Revolution led to class struggles; how the Napoleonic wars led to nationalism in Europe.	• Use stimuli to analyze the response/reaction to above-mentioned revolutions, such as how the French Revolution led to the Concert of Europe; how the Haitian Revolution led to Napoleon's sale of LA territory; how the Industrial Revolution led to class struggles; how the Napoleonic wars led to nationalism in Europe. • Why did some countries turn away from revolutionary ideas after the French, American, and Haitian Revolutions? What caused the rise of nationalism in countries? • Using the following primary sources, analyze the common responses to revolutions over time. How do the responses differ from each other? How are they the same? What particulars led to the different reactions and responses?
Stimulus Materials Primary sources, secondary sources, maps, charts, graphs	

World History II: Content Standard	9-12.WH.4.CC.E

Theme	**Age of Revolution**
	The Enlightenment and the Age of Revolution brought radical change to all aspects of peoples' lives. Ideas from classical governments, along with new ways of thinking resulting from the Renaissance and Reformation, caused individuals to view their relationship with government in new ways. These revelations led to political, social, and cultural revolutions in Europe, and the Americas including changing ideas about class, race and identity. The Industrial Revolution changed the way in which individuals lived: the production of new goods, a global movement of people, a division of labor, and a new stratification of society.
Strand	**History: Continuity and Change**
MLS	Evaluate the impact of nationalism on existing and emerging peoples and nations post c. 1450.

Expectation Unwrapped	**DOK Ceiling** – 3
The student will define and explain the link between nationalism and national identity, including the various ways nationalism manifests itself (such as race/ethnicity, religions, region, language groups). The student will identify the long-term effects of nationalism on the international order.	**Item Format**
	Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	**Sample Stems**
Content may include, but is not limited to, the following: • Use stimuli to assess the impact of nationalism on the unification movements in European countries such as Germany and Italy, unification and revolutions elsewhere Haiti and China • Use maps or other stimuli to draw conclusions about the impact of nationalism on nation-states during this period	• Use stimuli to assess the impact of nationalism on the unification movements in European countries such as Germany and Italy. • Use maps or other stimuli to draw conclusions about the impact of nationalism on nation-states during this period. • How did a rise in nationalism positively and negatively impact the following nation _____? • Compare and contrast the rise of nationalism in the following two countries _____.
Stimulus Materials	
Primary sources (such as quotes, posters), secondary sources, maps, charts, graphs, timelines	

World History II: Content Standard	9-12.WH.5.CC.A

Theme	**Modern Era**
	The conditions and developments of the late nineteenth and twentieth centuries significantly influence today's world. Imperialism, nationalism, and economic transformations contributed to the first World War. Economic collapse of the 1930s enabled the rise of totalitarianism that sparked World War II. The polarization, which followed the world wars, resulted in competition and conflict between the United States and Soviet Union. Technology played a vital role in conflicts and cooperation as well as the increasing globalization of the world. These developments greatly impacted cultural diffusion along with the movement and displacement of peoples.
Strand	**History: Continuity and Change**
MLS	Analyze worldwide imperialism in the late nineteenth and twentieth centuries to determine its causes and consequences.

Expectation Unwrapped	DOK Ceiling – 3
The student will identify the major imperial powers, including Great Britain, Italy, Germany, the United States, and France, and analyze the cultural, economic, and nationalistic motivations for imperialism. The student will explain the consequences of imperialism for the imperial nations and for the indigenous populations. • Causes-Desire for new markets/raw materials, social Darwinism, political competition • Consequences-Increased political tensions, exploitation of conquered regions, economic growth of European nations, Asia, African, and Latin America	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, the following: • Analyze the underlying conditions in Europe that led to imperialism (such as the belief in racial superiority, nationalism, religion, economic theories) • Evaluate consequences (positive and negative) of imperialism for the colonizers and indigenous populations • Summarize the significance of the period of imperialism on international conflict, placing the period into context with WWI and related wars	• Analyze the underlying conditions in Europe that led to imperialism (such as the belief in racial superiority, nationalism, religion, economic theories). • Evaluate consequences (positive and negative) of imperialism for the colonizers and indigenous populations • Summarize the significance of the period of imperialism on international conflict, placing the period into context with WWI and related wars • Analyze specific effects on countries due to imperialism. Explain the effects of the indigenous populations. How did imperialism create problems that manifested into larger conflicts? • Utilizing White Man's Burden and _____ text, correlate, compare, and contrast the effects of European colonization on indigenous people and their lands. How are they different, how are they the same? How do you know?
Stimulus Materials	
Primary sources (such as White Man's Burden by Kipling), timelines, maps, charts, graphs, secondary sources	

World History II: Content Standard	9-12.WH.5.CC.B

Theme	**Modern Era**
	The conditions and developments of the late nineteenth and twentieth centuries significantly influence today's world. Imperialism, nationalism, and economic transformations contributed to the first World War. Economic collapse of the 1930s enabled the rise of totalitarianism that sparked World War II. The polarization, which followed the world wars, resulted in competition and conflict between the United States and Soviet Union. Technology played a vital role in conflicts and cooperation as well as the increasing globalization of the world. These developments greatly impacted cultural diffusion along with the movement and displacement of peoples.
Strand	**History: Continuity and Change**
MLS	Trace the origins, and relationships among the world wars, revolutions, and global conflicts of twentieth century to determine their impacts on the world today.

Expectation Unwrapped	DOK Ceiling – 3
The student will identify the underlying causes of World War I, the Russian Revolution, and World War II. The student will describe how the conditions set forth in the Treaty of Versailles gave rise to nationalism and totalitarianism. The student will identify changes in national borders because of World War I and World War II, Cold War- Korean War and Vietnam War, NATO v. Warsaw Pact, Middle East, Nationalism and independence movements in Asia and Africa, end of empires (decolonization).	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, the following: • Analyze cause-and-effect relationships among wars, revolutions, and conflicts of this time period • Describe how WWII set the stage for later conflicts and world politics	• Analyze cause-and-effect relationships among wars, revolutions, and conflicts of this period. • Describe how WWII set the stage for later conflicts and world politics. • How did the end of World War II lead to rising tensions in the world? • How did the aftermath of World War II lead to movements calling for self-determination? How did World War I prevent self-determination?
Stimulus Materials Primary sources (such as Treaty of Versailles, Article 231/War Guilt Clause, nationalistic speeches), timelines, maps, charts, graphs	

	World History II: Content Standard	9-12.WH.5.CC.C
Theme	**Modern Era** The conditions and developments of the late nineteenth and twentieth centuries significantly influence today's world. Imperialism, nationalism, and economic transformations contributed to the first World War. Economic collapse of the 1930s enabled the rise of totalitarianism that sparked World War II. The polarization, which followed the world wars, resulted in competition and conflict between the United States and Soviet Union. Technology played a vital role in conflicts and cooperation as well as the increasing globalization of the world. These developments greatly impacted cultural diffusion along with the movement and displacement of peoples.	
Strand **MLS**	**History: Continuity and Change** Analyze the varying process of colonization and decolonization to compare their impact on and legacies in the world today.	

Expectation Unwrapped	DOK Ceiling – 3
The student will analyze the various responses to colonization (passive/active resistance, nationalist movements, political revolution/independence movements); the origins and characteristics of decolonization movements in various regions, such as India, China, Middle East, Sub-Saharan Africa, Southeast Asia and Latin America; and contemporary social, economic, and political characteristics of these listed regions.	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, the following: • Comparison of demographic and economic data via charts, graphs, and other primary and secondary sources to make inferences about the effects of decolonization • Cause/effect relationships between decolonization movements and regional conditions today	• How has colonization and decolonization impacted ____? • Compare and contrast two different countries during decolonization. Evaluate the countries' successes and failures at decolonization. Note: This standard provides a significant opportunity to explore causation, continuity and change over time and contextualization as Social Science thinking skills.
Stimulus Materials Primary and secondary sources, timelines, maps, charts, graphs	

Governmental Systems and Principles

World History II: Content Standard	9-12.WH.2.GS.A
Theme	**Accelerated Exchange** The study of world history begins with a brief review of areas of wealth including African cultures, the Islamic world, and Chinese dynasties. The links among regions through travel are emphasized, which illustrates interregional connections in the period of accelerated exchange. Examples include West Africa, the Eurasian heartland, and the oceanic routes of the South China Sea and the Indian Ocean. The rebirth of education, arts, and sciences, along with major shifts in perspectives of culture, government and the Church, shaped the Western world. Students will examine how the accelerated exchanges occurring before the Renaissance and Reformation challenged old ideas and created new solutions for an emerging modern world.
Strand	**Governmental Systems and Principles**
MLS	Compare and contrast governmental systems, including monarchy, oligarchy, dynasty, and theocracy.

Expectation Unwrapped	DOK Ceiling – 3
The student will compare and contrast governmental systems of Western Europe, Italian city-states, early America, Middle East, and China and Eastern Europe.	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, the following: • Create a Venn diagram/chart to compare and contrast various governmental systems • Use scenarios to identify the characteristics of each type of governmental system • Compare the impact of various government types on people's lives, noting specific examples of their structure or function	• Make a graphic representation to compare and contrast governmental systems. • Give examples of the following types of government. Evaluate the successes and failures of each type of government.
Stimulus Materials	
Primary sources, secondary sources, charts, graphs	

World History II: Content Standard	9-12.WH.2.GS.B

Theme	**Accelerated Exchange**
	The study of world history begins with a brief review of areas of wealth including African cultures, the Islamic world, and Chinese dynasties. The links among regions through travel are emphasized, which illustrates interregional connections in the period of accelerated exchange. Examples include West Africa, the Eurasian heartland, and the oceanic routes of the South China Sea and the Indian Ocean. The rebirth of education, arts, and sciences, along with major shifts in perspectives of culture, government and the Church, shaped the Western world. Students will examine how the accelerated exchanges occurring before the Renaissance and Reformation challenged old ideas and created new solutions for an emerging modern world.
Strand	**Governmental Systems and Principles**
MLS	Explain the influence of the classical revival on governmental systems including their source of power, how leaders are selected, and how decisions are made.

Expectation Unwrapped	DOK Ceiling – 3
The student will identify government models that appear in emerging political systems of the Middle Ages and Renaissance. The student will analyze the structure of governments to explain how they obtained power and the extent to which they included individuals in decision-making. • Limited constitutional monarchy in England and France • Theocracies, Absolute monarchies, principalities, Parliamentary governments • Italian republics • Democracy and republicanism, Greek and Roman ideals	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, the following: • Create a chart to identify how democracies/republics derive their power, how the leaders are selected, and how decisions are made	• Create a chart to identify how democracies or republics derive their power, how the leaders are selected, and how decisions are made • How did Roman and Greek ideals help develop new forms of government around the world in this period?
Stimulus Materials	
Primary sources, secondary sources, charts, graphs	

World History II: Content Standard	9-12.WH.3.GS.A

Theme	**Age of Discovery and Exchange**
	Unprecedented global interconnectedness resulted from the growth of empires, the spread and transformation of religions, and the age of exploration and colonization. This period of global exploration, inspired by technological and intellectual innovation along with economic pressures, connected previously isolated areas resulting in a global cultural exchange. This exchange expanded interregional systems of trade and communication, cultural interrelations, and learning. During this period, great empires in the old and new world developed, expanded and collapsed.
Strand	**Governmental Systems and Principles**
MLS	Describe how governments and institutions of the Eastern and Western Hemispheres changed to deal with the challenges and opportunities of an interconnected world.

Expectation Unwrapped	DOK Ceiling – 2
The student will explain how European countries developed systems to support and keep control of their overseas holdings, such as government-chartered joint-stock companies, sophisticated bureaucracies, and colonial systems, Indirect v. direct rule etc.	**Item Format**
	Selected Response, Constructed Response, Technology Enhanced
Content Limits/Assessment Boundaries	**Sample Stems**
Content may include, but is not limited to, the following: • Describe the various governmental systems and why they were utilized to maintain control of colonial holdings, such the encomienda system and joint-stock companies	• Make a timeline of the various governmental systems, and why they were utilized to maintain control of colonial holdings, such the encomienda system and joint-stock companies. • Compare eastern and western style governments, and how they dealt with new opportunities with trade.
Stimulus Materials	
Primary sources, secondary sources, maps, charts, graphs, timelines	

World History II: Content Standard	9-12.WH.3.GS.B

Theme	**Age of Discovery and Exchange**
	Unprecedented global interconnectedness resulted from the growth of empires, the spread and transformation of religions, and the age of exploration and colonization. This period of global exploration, inspired by technological and intellectual innovation along with economic pressures, connected previously isolated areas resulting in a global cultural exchange. This exchange expanded interregional systems of trade and communication, cultural interrelations, and learning. During this period, great empires in the old and new world developed, expanded and collapsed.
Strand	**Governmental Systems and Principles**
MLS	Analyze the style and function of a leader to determine his/her impact on a governmental system.

Expectation Unwrapped	DOK Ceiling – 3
The student will compare and contrast the leadership style of this period, such as Memhet II, Askia Muhammad, Montezuma II, Babur, Akbar the Great, Louis XIV of France, Tokugawa Ieyasu, Ana Nzinga,Kangxi, Peter the Great of Russia; Philip II of Spain; James I, Oliver Cromwell of England, Catherine the Great, Elizabeth 1 etc.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
Content Limits/Assessment Boundaries Content may include, but is not limited to, the following: - Create a Venn diagram to highlight similarities and differences among absolute rulers of the period, such as their type of rule, the way they maintained control, accomplishments, and impact of their rule - Determine the extent to which various leaders of the period embody the idea of absolute monarch	**Sample Stems** - Compare and contrast the leadership style of absolute rulers of this period. - How did the following leader_____ impact their country's government? Note: This standard allows for a wide range of world leaders.
Stimulus Materials Primary sources, secondary sources, maps, charts, graphs	

World History II: Content Standard	9-12.WH.4.GS.A

Theme	**Age of Revolution**
	The Enlightenment and the Age of Revolution brought radical change to all aspects of peoples' lives. Ideas from classical governments, along with new ways of thinking resulting from the Renaissance and Reformation, caused individuals to view their relationship with government in new ways. These revelations led to political, social, and cultural revolutions in Europe, and the Americas including changing ideas about class, race and identity. The Industrial Revolution changed the way in which individuals lived: the production of new goods, a global movement of people, a division of labor, and a new stratification of society.
Strand	**Governmental Systems and Principles**
MLS	Analyze the key ideas of Enlightenment thinkers to explain the development of ideas such as natural law, natural rights, social contract, due process, and separation of powers.

Expectation Unwrapped	DOK Ceiling – 3
The student will explain how the Enlightenment represented new ideas about government and the changing role of the citizen. The student will describe how these ideas challenged the old order (new ideas such as limited government, individual/natural rights, reliance on logic and reason.)	**Item Format**
	Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, the following: - Use quotes or excerpts of writings from the philosophes, excerpts of important US and French documents to describe how the quote/excerpt reflects one of the new ideas of the Enlightenment. - Summarize the significance of various concepts of the Enlightenment towards the establishment of limited government - Salons, philosophes, expanding women's rights, life, liberty, and property would be appropriate topics to explore.	- Use quotes or excerpts of writings from the philosophes, excerpts of important US and French documents to describe how the quote/excerpt reflects one of the new ideas of the Enlightenment. - Summarize the significance of various concepts of the Enlightenment towards the establishment of limited government - Read multiple primary sources of different philosophers and analyze common themes.
Stimulus Materials	
Primary sources (such as quotes from the philosophes, excerpts of writings from Philosophes, the US Constitution, the Declaration of Independence, the Declaration of the Rights of Man), secondary sources	

World History II: Content Standard	9-12.WH.4.GS.B

Theme	**Age of Revolution**
	The Enlightenment and the Age of Revolution brought radical change to all aspects of peoples' lives. Ideas from classical governments, along with new ways of thinking resulting from the Renaissance and Reformation, caused individuals to view their relationship with government in new ways. These revelations led to political, social, and cultural revolutions in Europe, and the Americas including changing ideas about class, race and identity. The Industrial Revolution changed the way in which individuals lived: the production of new goods, a global movement of people, a division of labor, and a new stratification of society.
Strand	**Governmental Systems and Principles**
MLS	Compare and contrast limited and absolute governments and the extent of their impact on individuals and society.

Expectation Unwrapped	**DOK Ceiling** – 3
The student will describe the powers held by an absolute government (such as citizens, economy, and military) versus limited government. Example of absolute versus limited could be France (Louis XIV) and Great Britain (king/parliament).Consider the Ottoman Empire, China, Japan and shoguns, Songhai, Mughals, and Kilwa among others in your examples.	**Item Format**
	Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	**Sample Stems**
Content may include, but is not limited to, the following: • Categorize functions of government that would be consistent with absolute and/or limited governments (such as control of military, individual rights, judicial system) • Determine whether the information in a given scenario is consistent with absolute or limited rule	• Categorize functions of government that would be consistent with absolute and/or limited governments (such as control of military, individual rights, judicial system). • Determine whether the information in a given scenario is consistent with absolute or limited rule. Give evidence to support your argument. • Create a Venn diagram creating two leaders. Analyze the two leaders' effectiveness at ruling their state.
Stimulus Materials	
Primary sources, secondary sources, charts, graphs	

World History II: Content Standard	9-12.WH.4.GS.C

Theme	**Age of Revolution**
	The Enlightenment and the Age of Revolution brought radical change to all aspects of peoples' lives. Ideas from classical governments, along with new ways of thinking resulting from the Renaissance and Reformation, caused individuals to view their relationship with government in new ways. These revelations led to political, social, and cultural revolutions in Europe, and the Americas including changing ideas about class, race and identity. The Industrial Revolution changed the way in which individuals lived: the production of new goods, a global movement of people, a division of labor, and a new stratification of society.
Strand	**Governmental Systems and Principles**
MLS	Compare and contrast government systems resulting from political revolutions.

Expectation Unwrapped	**DOK Ceiling** – 3
The student will compare and contrast the results of the American and French Revolutions and Haitian Revolution. Points to consider include structure and role of government and rights of citizens. The student will use this comparison to analyze the successes and failures of both revolutions.	**Item Format**
	Selected Response, Constructed Response, Technology Enhanced
Content Limits/Assessment Boundaries	**Sample Stems**
Content may include, but is not limited to, the following: • Use this comparison to analyze the political successes and failures of all three revolutions • Consider American, French and Haitian revolutions in discussion	• Compare and contrast the results of the American and French Revolutions. Points to consider include structure and role of government and rights of citizens. The student will use this comparison to analyze the successes and failures of both revolutions. • Create a Venn diagram comparing the outcomes of the American, French and Haitian revolutions considering, structure, role of government, and rights of citizens.
Stimulus Materials	
Primary sources, secondary sources, charts, graphs, timelines	

World History II: Content Standard	9-12.WH.5.GS.A

Theme	**Modern Era**
	The conditions and developments of the late nineteenth and twentieth centuries significantly influence today's world. Imperialism, nationalism, and economic transformations contributed to the first World War. Economic collapse of the 1930s enabled the rise of totalitarianism, which sparked World War II. The polarization, which followed the world wars, resulted in competition and conflict between the United States and Soviet Union. Technology played a vital role in conflicts and cooperation as well as the increasing globalization of the world. These developments greatly impacted cultural diffusion along with the movement and displacement of peoples.
Strand	**Governmental Systems and Principles**
MLS	Compare and contrast evolving governmental systems, including monarchy, theocracy, totalitarianism and representative government to determine their impact on society.

Expectation Unwrapped	DOK Ceiling – 3
The student will be able to look at the similarities and differences of various governmental systems, including how individuals and groups participate and how these government systems respond to the needs of individuals and groups. By reviewing these similarities and differences, students will be able to determine the impact of each governmental system on society. • Monarchy: European nations before/during/after WWI • Totalitarianism: Soviet Union, Nazi Germany, North Korea • Theocracy: Ottoman Empire, Iran, Saudi Arabia • Representative government: United States, Great Britain, France, limited democracies- Russia, China, etc.	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, the following: • Compare and contrast the characteristics of various governmental systems • Identify the means by which various governmental systems have established and maintained power • Use historical evidence to evaluate the ability of various government structures to respond to the needs of their citizens • Make connections between governmental systems and conflicts that arise from each	• Compare and contrast the characteristics of various governmental systems. • Identify the means by which various governmental systems have established and maintained power. • Use historical evidence to evaluate the ability of various government structures to respond to the needs of their citizens.
Stimulus Materials Photos/images, political cartoons, charts, graphs, primary source accounts, examples of laws, policies and practices	• How did the following government change in the post-World War II era? What elements of the government remained the same? What events account for these changes and these continuities?

World History II: Content Standard	9-12.WH.5.GS.B

Theme	**Modern Era**
	The conditions and developments of the late nineteenth and twentieth centuries significantly influence today's world. Imperialism, nationalism, and economic transformations contributed to the first World War. Economic collapse of the 1930s enabled the rise of totalitarianism, which sparked World War II. The polarization, which followed the world wars, resulted in competition and conflict between the United States and Soviet Union. Technology played a vital role in conflicts and cooperation as well as the increasing globalization of the world. These developments greatly impacted cultural diffusion along with the movement and displacement of peoples.
Strand	**Governmental Systems and Principles**
MLS	Analyze treaties, agreements, and international organizations to determine their impact on world challenges along with national and international order.

Expectation Unwrapped	DOK Ceiling – 2
The student will identify the purpose and function of international organizations such as the League of Nations/United Nations, NATO, and Warsaw Pact. The student will determine purpose and function of trade organizations and agreements such as OPEC, NAFTA, and the EU. The student will assess the advantages and disadvantages of treaties, trade agreements, and international organizations. Examples could include: WTO, WHO, Doctors Without Borders.	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries

Content may include, but is not limited to, the following:

- Use graphs, charts and/or data to evaluate the effectiveness of various international organizations in addressing specific global challenges
- Use stimuli to determine or predict the consequences of treaties and international organizations on international order and global challenges

Stimulus Materials

Charts, graphs, maps, data, treaty provisions or agreements, member nation responsibilities, other primary sources

Sample Stems

- Use graphs, charts and/or data to evaluate the effectiveness of various international organizations in addressing specific global challenges.
- Use stimuli to determine or predict the consequences of treaties and international organizations on international order and global challenges.
- How has the following group ____ tried to maintain international order?

Geographical Study

World History II: Content Standard	9-12.WH.2.G.A

Theme	**Accelerated Exchange** The study of world history begins with a brief review of areas of wealth including African cultures, the Islamic world, and Chinese dynasties. The links among regions through travel are emphasized, which illustrates interregional connections in the period of accelerated exchange. Examples include West Africa, the Eurasian heartland, and the oceanic routes of the South China Sea and the Indian Ocean. The rebirth of education, arts, and sciences, along with major shifts in perspectives of culture, government and the Church, shaped the Western world. Students will examine how the accelerated exchanges occurring before the Renaissance and Reformation challenged old ideas and created new solutions for an emerging modern world.
Strand	**Geographical Study**
MLS	Analyze physical geography to explain how regions are connected or isolated from each other.

Expectation Unwrapped	DOK Ceiling – 3
The student will use various thematic maps to identify geographic barriers to, as well as geographic characteristics that would facilitate the spread of people and information. The student will explain the impact of the barriers to communication and exchange.	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, the following: • Use world maps to identify geographic barriers throughout the world as well as geographic characteristics that would facilitate communication and exchange • Use stimuli to explain the impact of geography in relation to communication and exchange • Make connections between the physical characteristics of places and the extent of their interaction with other regions	• Use world maps to identify geographic barriers throughout the world as well as geographic characteristics that would facilitate communication and exchange. • Use stimuli to explain the impact of geography in relation to communication and exchange. • Make connections between the physical characteristics of places and the extent of their interaction with other regions. • How has technology impacted trade between different regions? • How are most in the world interconnected?
Stimulus Materials Primary sources, secondary sources, graphs, charts, maps	

World History II: Content Standard	9-12.WH.2.G.B

Theme	**Accelerated Exchange**
	The study of world history begins with a brief review of areas of wealth including African cultures, the Islamic world, and Chinese dynasties. The links among regions through travel are emphasized, which illustrates interregional connections in the period of accelerated exchange. Examples include West Africa, the Eurasian heartland, and the oceanic routes of the South China Sea and the Indian Ocean. The rebirth of education, arts, and sciences, along with major shifts in perspectives of culture, government and the Church, shaped the Western world. Students will examine how the accelerated exchanges occurring before the Renaissance and Reformation challenged old ideas and created new solutions for an emerging modern world.
Strand	**Geographical Study**
MLS	Compare and contrast geographic regions by examining the cultural characteristics of European, African, Asian, and American societies.

Expectation Unwrapped	DOK Ceiling – 3
The student will identify cultural characteristics that make a region. Characteristics could include religion, language, and customs. The student will be able to draw conclusions about how these characteristics defined regions in Europe, Asia, Africa, and the Americas.	**Item Format**
	Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, the following:	• Use stimulus to create a chart that uses cultural characteristics to delineate various regions in Europe, Asia, Africa, and the Americas.
• Use stimulus to create a chart that uses cultural characteristics to delineate various regions in Europe, Asia, Africa, and the Americas	
• Use maps to draw conclusions about how regions represent similar cultural characteristics of places	• Use maps to draw conclusions about how regions represent similar cultural characteristics of places.
• Categorize cultural characteristics relevant to various physical regions	• Categorize cultural characteristics relevant to various physical regions.
Stimulus Materials	• How did cultural differences cause conflict when groups came into contact?
Primary sources, secondary sources, maps, charts, graphs	

World History II: Content Standard	9-12.WH.3.G.A

Theme	**Age of Discovery and Exchange** Unprecedented global interconnectedness resulted from the growth of empires, the spread and transformation of religions, and the age of exploration and colonization. This period of global exploration, inspired by technological and intellectual innovation along with economic pressures, connected previously isolated areas resulting in a global cultural exchange. This exchange expanded interregional systems of trade and communication, cultural interrelations, and learning. During this period, great empires in the old and new world developed, expanded and collapsed.
Strand **MLS**	**Geographical Study** Analyze physical geography to explain the availability and movement of resources.

Expectation Unwrapped	**DOK Ceiling** – 3
The student will use maps to determine the geographic motivations (supply and demand for specific products) for the development of new trade routes. • Trans Saharan trade • Silk Road and successors • Indian Ocean trade • Columbian Exchange • Portuguese exploration • Zheng He	**Item Format** Selected Response, Constructed Response, Technology Enhanced
Content Limits/Assessment Boundaries Content may include, but is not limited to, the following: • Using maps, students will analyze the various geographic features to determine the advantages and disadvantages that nations would encounter in relation to the availability and movement of resources, such as spices, precious metals, and luxury items.	**Sample Stems** • Using maps, students will analyze the various geographic features to determine the advantages and disadvantages that nations would encounter in relation to the availability and movement of resources, such as spices, precious metals, and luxury items. • Why did certain regions have an advantage when it came to trade?
Stimulus Materials Primary sources, secondary sources, maps, charts, graphs	

World History II: Content Standard	9-12.WH.3.G.B

Theme	**Age of Discovery and Exchange**
	Unprecedented global interconnectedness resulted from the growth of empires, the spread and transformation of religions, and the age of exploration and colonization. This period of global exploration, inspired by technological and intellectual innovation along with economic pressures, connected previously isolated areas resulting in a global cultural exchange. This exchange expanded interregional systems of trade and communication, cultural interrelations, and learning. During this period, great empires in the old and new world developed, expanded and collapsed.
Strand	**Geographical Study**
MLS	Describe major changes in patterns of migration and human settlement in Africa, Asia and the Americas resulting from European expansion.

Expectation Unwrapped	**DOK Ceiling** – 3
The student will describe the motivations for movement and settlement, such as Ming China's policy of isolation, expansion of Russia into Central Asia/Siberia, European movement to the New World and South Asia. Movement of people in Eastern Europe, movement of British into Ireland, would be relevant topics. Forced movement of Africans to the New World as enslaved people is an important part of teaching this standard.	**Item Format**
	Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	**Sample Stems**
Content may include, but not limited to, the following:	• Use stimuli (such as side-by-side maps) to describe trends that are evident in regard to migration and human settlement (such as increase/decrease in sizes).
• Use stimuli (such as side-by-side maps) to describe trends that are evident in regard to migration and human settlement (such as increase/decrease in sizes)	
Stimulus Materials	• How did migration and immigration change during the Age of Discovery? What were the motivating factors for immigration/migration?
Primary sources, secondary sources, maps, charts, graphs, timelines	

World History II: Content Standard	9-12.WH.4.G.A

Theme	**Age of Revolution**
	The Enlightenment and the Age of Revolution brought radical change to all aspects of peoples' lives. Ideas from classical governments, along with new ways of thinking resulting from the Renaissance and Reformation, caused individuals to view their relationship with government in new ways. These revelations led to political, social, and cultural revolutions in Europe, and the Americas including changing ideas about class, race and identity. The Industrial Revolution changed the way in which individuals lived: the production of new goods, a global movement of people, a division of labor, and a new stratification of society.
Strand	**Geographical Study**
MLS	Explain how and why places changed as a result of revolutions and why people perceived the same place in varied ways.

Expectation Unwrapped	DOK Ceiling – 3
The student will identify how and why borders can change based on results of revolution (for instance, 13 colonies became a united country; changing national borders in Europe—revolutions of the period). The student will use maps to draw conclusions about changes that take place as a result of revolutions, new borders created based on ethnicity or geography. Examples could include expansion of boundaries, dissolution of Poland, Haiti successes and failures, Industrial Revolution – movement to urban areas. The student will describe how regional differences led to citizens viewing strengths/weaknesses/challenges of the new states differently.	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, the following: • Use maps to summarize the impact of a time period on a region (such as maps of the United States and/or Europe before and after the revolutions) • Explain the political reasons for changes in regions as a result of revolutions	• Use maps to summarize the impact of a period on a region (such as maps of the United States and/or Europe before and after the revolutions). • Explain the political reasons for changes in regions as a result of revolutions. • How did people see themselves part of an ethnic group as opposed to as a part of a state? How did the policy cause conflict?
Stimulus Materials Primary sources (such as diary entries, speeches), secondary sources, maps, charts, graphs, timelines	

World History II: Content Standard	9-12.WH.4.G.B

Theme	**Age of Revolution**
	The Enlightenment and the Age of Revolution brought radical change to all aspects of peoples' lives. Ideas from classical governments, along with new ways of thinking resulting from the Renaissance and Reformation, caused individuals to view their relationship with government in new ways. These revelations led to political, social, and cultural revolutions in Europe, and the Americas including changing ideas about class, race and identity. The Industrial Revolution changed the way in which individuals lived: the production of new goods, a global movement of people, a division of labor, and a new stratification of society.
Strand	**Geographical Study**
MLS	Extrapolate the push-pull factors created by revolutions to determine their impacts on population distribution, settlements, and migrations.

Expectation Unwrapped	DOK Ceiling – 3
Using sources (such as maps, graphs, charts), the student will develop conclusions about the impact of the Industrial Revolution on the movement and settlement of people. Push factors will include lack of employment opportunities, improved agricultural practices, and enclosure movement. Pull factors will include industrialization, factory system, advanced technology, and development of mass markets. The student will summarize the impact of industrialization on individuals and society. Religious and ethnicity persecution are relevant topics.	**Item Format**
	Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, the following: • Use stimuli to make connections between economic change and demographic changes • Use stimuli to analyze charts for the causes and results of demographic trends	• Use stimuli to make connections between economic change and demographic changes. • Use stimuli to analyze charts for the causes and results of demographic trends. • How did the Industrial Revolution impact population distribution? • How did people's sense of community change because of push-pull factors?
Stimulus Materials	
Primary sources, secondary sources, charts, maps, graphs, timelines	

World History II: Content Standard	9-12.WH.4.G.C

Theme	**Age of Revolution**
	The Enlightenment and the Age of Revolution brought radical change to all aspects of peoples' lives. Ideas from classical governments, along with new ways of thinking resulting from the Renaissance and Reformation, caused individuals to view their relationship with government in new ways. These revelations led to political, social, and cultural revolutions in Europe, and the Americas including changing ideas about class, race and identity. The Industrial Revolution changed the way in which individuals lived: the production of new goods, a global movement of people, a division of labor, and a new stratification of society.
Strand	**Geographical Study**
MLS	Explain the significance of new technologies in expanding people's' capacity to modify the physical environment and their intended and unintended consequences.

Expectation Unwrapped	DOK Ceiling – 3
The student will describe new technologies (such as steam engine coal mining, railroads, larger factories) and explain the impact of these technologies on the geography and the environment (such as movement of people, pollution, larger cities). Discuss the impact of electricity, expansion of middle class, rising consumerism; explore the intended and unintended consequences in the discussion.	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, the following: • Explain how technology has increased people's ability to modify the physical environment • Use stimuli to interpret geographic representations to make conclusions about changes to the physical environment • Use stimuli to analyze the advantages and disadvantages of new technologies on the geography and environment	• Explain how technology has increased people's ability to modify the physical environment. • Use stimuli to interpret geographic representations to make conclusions about changes to the physical environment. • Use stimuli to analyze the advantages and disadvantages of new technologies on the geography and environment. • How did the following technology affect people's lives? Consider multiple viewpoints in your response.
Stimulus Materials Primary sources, secondary sources, maps, charts, graphs	

World History II: Content Standard	9-12.WH.5.G.A

Theme	**Modern Era**
	The conditions and developments of the late nineteenth and twentieth centuries significantly influence today's world. Imperialism, nationalism, and economic transformations contributed to the first World War. Economic collapse of the 1930s enabled the rise of totalitarianism that sparked World War II. The polarization that followed the world wars resulted in competition and conflict between the United States and Soviet Union. Technology played a vital role in conflicts and cooperation as well as the increasing globalization of the world. These developments greatly impacted cultural diffusion along with the movement and displacement of peoples.
Strand	**Geographical Study**
MLS	Analyze physical geography to explain the availability and movement of resources.

Expectation Unwrapped	DOK Ceiling – 3
The student will analyze the geographic location of major global resources and raw materials used in production, the patterns of resource distribution and availability, and how to utilize a variety of maps to draw conclusions about the strategic importance of places. Discussion should include Increasing demands for goods, renewable and nonrenewable resources.	**Item Format**
	Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but not is limited to, the following: • Use a variety of maps to draw conclusions about the strategic importance of places • Use a map to identify the geographic location of key waterways used for the movement of particular global resources • Use a map to identify the geographic location and distribution of major global resources	• Use a variety of maps to draw conclusions about the strategic importance of places. • Use a map to identify the geographic location of key waterways used for the movement of particular global resources. • Use a map to identify the geographic location and distribution of major global resources • How did geographic location impact trade?
Stimulus Materials	
Maps (political, physical, resource distribution)	

World History II: Content Standard	9-12.WH.5.G.B

Theme	**Modern Era**
	The conditions and developments of the late nineteenth and twentieth centuries significantly influence today's world. Imperialism, nationalism, and economic transformations contributed to the first World War. Economic collapse of the 1930s enabled the rise of totalitarianism that sparked World War II. The polarization that followed the world wars resulted in competition and conflict between the United States and Soviet Union. Technology played a vital role in conflicts and cooperation as well as the increasing globalization of the world. These developments greatly impacted cultural diffusion along with the movement and displacement of peoples.
Strand	**Geographical Study**
MLS	Explain how technology has reduced barriers and expanded peoples' capacity to make use of, or modify, the physical environment.

Expectation Unwrapped	DOK Ceiling – 2
The student will be able to explain the impact of the "Green Revolution" on populations, the methods used for the extraction of natural resources and their consequences, and the importance and impact of major engineering projects such as the Panama and Suez canals, China locks, and dams, Nuclear power plants- Chernobyl, rising pollution and ocean levels.	**Item Format**
	Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, the following: • Explain how technology has increased people's ability to modify the physical environment • Use stimuli to interpret geographic representations to make conclusions about changes to the physical environment • Use a map to identify the geographic locations of key waterways used for the movement of global resources • Use stimuli to explain the advantages and disadvantages of major engineering projects of the 20th century • Make conclusions about the significance of technology on events of the period	• Explain how technology has increased people's ability to modify the physical environment. • Use stimuli to interpret geographic representations to make conclusions about changes to the physical environment. • Use a map to identify the geographic locations of key waterways used for the movement of global resources. • Use stimuli to explain the advantages and disadvantages of major engineering projects of the 20th century. • Make conclusions about the significance of technology on events of the period. • How has the growing need to protect the Earth create new social movements?
Stimulus Materials Maps (political, physical, resource distribution), charts, graphs, primary sources	

World History II: Content Standard	9-12.WH.5.G.C

Theme	**Modern Era**
	The conditions and developments of the late nineteenth and twentieth centuries significantly influence today's world. Imperialism, nationalism, and economic transformations contributed to the first World War. Economic collapse of the 1930s enabled the rise of totalitarianism that sparked World War II. The polarization that followed the world wars resulted in competition and conflict between the United States and Soviet Union. Technology played a vital role in conflicts and cooperation as well as the increasing globalization of the world. These developments greatly impacted cultural diffusion along with the movement and displacement of peoples.
Strand	**Geographical Study**
MLS	Evaluate the relationship between technological and scientific advancements and increasing global interaction.

Expectation Unwrapped	DOK Ceiling – 3
The student will identify modern era scientific and technological advances in production, transportation, and communication such as radio and digital communication systems, aircraft, ships, and automation of production. The student will then use this information to evaluate how these advancements have led to the rise of global interaction. Examples include International Space Station, television.	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, the following: • Use stimuli to categorize various types of technological and scientific advancements with their impact on global interaction • Develop an argument about the impact of a specific technological and/or scientific advancement on increased global interaction • Use stimuli to identify arguments that would support the connection between specific technological and/or scientific advancements and increased global interaction	• Use stimuli to categorize various types of technological and scientific advancements with their impact on global interaction. • Develop an argument about the impact of a specific technological and/or scientific advancement on increased global interaction. • Use stimuli to identify arguments that would support the connection between specific technological and/or scientific advancements and increased global interaction. • How has technology affected global interaction positively and negatively?
Stimulus Materials Primary sources, maps, charts, graphs	

World History II: Content Standard	9-12.WH.5.G.D

Theme	**Modern Era**
	The conditions and developments of the late nineteenth and twentieth centuries significantly influence today's world. Imperialism, nationalism, and economic transformations contributed to the first World War. Economic collapse of the 1930s enabled the rise of totalitarianism that sparked World War II. The polarization that followed the world wars resulted in competition and conflict between the United States and Soviet Union. Technology played a vital role in conflicts and cooperation as well as the increasing globalization of the world. These developments greatly impacted cultural diffusion along with the movement and displacement of peoples.
Strand	**Geographical Study**
MLS	Analyze major demographic patterns to determine their effect on the human and physical systems.

Expectation Unwrapped	DOK Ceiling – 3
The student will identify a variety of demographic patterns, such as diasporic populations, refugees, immigration/migration, and disease. The student can then use maps, charts, and graphs to make conclusions about the impact of those patterns on governments, societies, and physical and cultural environments.	**Item Format**
	Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, the following: • Use demographic and environmental data to make conclusions about the impact of various demographic patterns on physical and cultural environments • Analyze various perspectives on demographic changes to categorize point of view regarding these changes	• Given various kinds of stimuli and other visual resources, identify content and infer meaning. • Analyze demographic changes to categorize point of view regarding these causes and consequences of those changes.
Stimulus Materials	• Create a cause and effect chart to show specific demographic changes in different countries.
Maps, charts, graphs, primary sources, timelines	

Economic Concepts

World History II: Content Standard	9-12.WH.2.EC.A
Theme **Strand** **MLS**	**Accelerated Exchange** The study of world history begins with a brief review of areas of wealth including African cultures, the Islamic world, and Chinese dynasties. The links among regions through travel are emphasized, which illustrates interregional connections in the period of accelerated exchange. Examples include West Africa, the Eurasian heartland, and the oceanic routes of the South China Sea and the Indian Ocean. The rebirth of education, arts, and sciences, along with major shifts in perspectives of culture, government and the Church, shaped the Western world. Students will examine how the accelerated exchanges occurring before the Renaissance and Reformation challenged old ideas and created new solutions for an emerging modern world. **Economic Concepts** Analyze the flow of goods and ideas along ocean and overland trade routes to explain their contributions to economic success or failures of societies in Europe, Africa, Middle East, India, the Americas and China.

Expectation Unwrapped	DOK Ceiling – 3
The student will identify key trade routes/networks of this period, such as Silk Roads, Mediterranean Sea, Indian Ocean, Trans-Saharan, and Trans-Arabian. The student will describe the products that were traded as well as the flow of ideas along these routes and how these products and ideas impacted the societies involved (such as Olmecs, Mississippians, Mali Kingdom, Swahili city-states, Mediterranean region, Tang and Song Dynasties in China, Mongols).	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, the following: • Use maps to identify key trade routes of this time period • Create a chart that identifies products and ideas that contributed to economic success or failure of various societies • Use stimuli to develop an argument identifying how involvement in a trade network or exclusion from it impacted a region	• Create a chart that identifies products and ideas that contributed to economic success or failure of various societies • Use stimuli to develop an argument identifying how involvement in a trade network or exclusion from it impacted a region • Compare and contrast economic successes of different cultures during the time of accelerated exchange.
Stimulus Materials Primary sources, secondary sources, maps, charts, graphs, timelines	

World History II: Content Standard	9-12.WH.3.EC.A

Theme	**Age of Discovery and Exchange** Unprecedented global interconnectedness resulted from the growth of empires, the spread and transformation of religions, and the age of exploration and colonization. This period of global exploration, inspired by technological and intellectual innovation along with economic pressures, connected previously isolated areas resulting in a global cultural exchange. This exchange expanded interregional systems of trade and communication, cultural interrelations, and learning. During this period, great empires in the old and new world developed, expanded and collapsed.
Strand **MLS**	**Economic Concepts** Compare the extent and impact of African, European, American and Asian trade networks.

Expectation Unwrapped	DOK Ceiling – 3
The student will identify the trade networks of the time period (such as Triangular Trade, Columbian Exchange, Indian Ocean Trade, Silk Road, Trans-Saharan, Trans-Arabian, early American trade in Caribbean, between Central and South America). The student will compare trading partners, goods, modes of transportation, economic, and demographic impact.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
Content Limits/Assessment Boundaries Content may include, but is not limited to, the following: • Use stimuli to create a chart that compares the various trade networks of the time period • Use stimuli to develop an argument supporting which trade network had the greatest impact on the world and the people involved	**Sample Stems** • Use stimuli to create a chart that compares the various trade networks of the period. • Use stimuli to develop an argument supporting which trade network had the greatest impact on the world and the people involved. Consider short and long term consequences • Compare and contrast the Asian trade network to one of the following: European, African, or Americas.
Stimulus Materials Primary sources, secondary sources, maps, graphs, charts, timelines	

World History II: Content Standard	9-12.WH.3.EC.B

Theme	**Age of Discovery and Exchange** Unprecedented global interconnectedness resulted from the growth of empires, the spread and transformation of religions, and the age of exploration and colonization. This period of global exploration, inspired by technological and intellectual innovation along with economic pressures, connected previously isolated areas resulting in a global cultural exchange. This exchange expanded interregional systems of trade and communication, cultural interrelations, and learning. During this period, great empires in the old and new world developed, expanded and collapsed.
Strand	**Economic Concepts**
MLS	Compare the origins, development and effects of coerced labor systems in Asia, Africa, Europe and the Americas.

Expectation Unwrapped	DOK Ceiling – 3
The student will compare coerced labor systems in Asia, Africa, Europe, and the Americas (such as Incan Mit'a system; defeated Russians, Slavs, Germans, and Poles sent to Istanbul; Mamluks who were Turkish/Mongol slave soldiers who fought for Egypt, Atlantic Slave Trade). The student will describe the origins, structure, and motivations for each system (such as race-based, defeated peoples).	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, the following: • Use stimuli to create a chart that compares the various coerced labor systems of the time period • Use stimuli to develop an argument supporting which coerced labor system had the greatest impact on the world and the people involved • Compare labor systems, summarizing the motivations for coerced/slave labor across various regions	• Compare labor systems, summarizing the motivations for coerced/slave labor across various regions. • What caused the forced labor of different groups of people? How were these systems of coerced/forced labor similar? How were they different? What accounted for these differences?
Stimulus Materials Primary sources, secondary sources, maps, graphs, charts, timelines	

World History II: Content Standard	9-12.WH.3.EC.C

Theme	**Age of Discovery and Exchange**
	Unprecedented global interconnectedness resulted from the growth of empires, the spread and transformation of religions, and the age of exploration and colonization. This period of global exploration, inspired by technological and intellectual innovation along with economic pressures, connected previously isolated areas resulting in a global cultural exchange. This exchange expanded interregional systems of trade and communication, cultural interrelations, and learning. During this period, great empires in the old and new world developed, expanded and collapsed.
Strand	**Economic Concepts**
MLS	Describe how new sources of wealth, resulting from increasing global interactions, impacted cultures and civilizations.

Expectation Unwrapped	DOK Ceiling – 3
The student will identify positive and negative consequences of the new sources of wealth resulting from global interaction on cultures and civilizations (such as increased interest in exploration, accumulation of capital, stimulation of Afro-Eurasian trade, inflation, exploitation of people and resources, emphasis on cultivation of cash crops, diffusion/destruction of cultures, causes and consequences of mercantilism.)	**Item Format** Selected Response, Constructed Response, Technology Enhanced
Content Limits/Assessment Boundaries Content may include, but is not limited to, the following: • Use stimuli to identify positive and negative consequences of the new sources of wealth that resulted from increased global interactions	**Sample Stems** • Use stimuli to identify positive and negative consequences of the new sources of wealth that resulted from increased global interactions. • How did demand for new products lead to new sources of wealth for governments, groups, and individuals?
Stimulus Materials Primary sources, secondary sources, maps, graphs, charts, timelines	

World History II: Content Standard	9-12.WH.4.EC.A

Theme	**Age of Revolution**
	The Enlightenment and the Age of Revolution brought radical change to all aspects of peoples' lives. Ideas from classical governments, along with new ways of thinking resulting from the Renaissance and Reformation, caused individuals to view their relationship with government in new ways. These revelations led to political, social, and cultural revolutions in Europe, and the Americas including changing ideas about class, race and identity. The Industrial Revolution changed the way in which individuals lived: the production of new goods, a global movement of people, a division of labor, and a new stratification of society.
Strand	**Economic Concepts**
MLS	Analyze the origins and characteristics of laissez faire, market, mixed, and command economic systems to determine their effects on personal, social, and political decisions.

Expectation Unwrapped	DOK Ceiling – 3
The student will differentiate among the major components of each economic system (such as government involvement, allocation of resources, individual choice, economic liberty, who controls the means of production). The student will explain the relationship between challenges/new ideas of the period and development of the economic systems.	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, the following: • Identify the characteristics of Laissez-faire, market, mixed, and command economic systems (such as government involvement, allocation of resources, individual choice, economic liberty, who controls the means of production) on personal, social, and political decisions • Use scenarios to explain the relationship between challenges/new ideas of the period and development of the various economic systems	• Identify the characteristics of Laissez-faire, market, mixed, and command economic systems (such as government involvement, allocation of resources, individual choice, economic liberty, who controls the means of production) on personal, social, and political decisions. • What caused the rise of specific economic systems in different areas? How successful were these systems?
Stimulus Materials	
Primary sources, secondary sources, charts, graphs, timelines	

World History II: Content Standard	9-12.WH.4.EC.B

Theme	**Age of Revolution**
	The Enlightenment and the Age of Revolution brought radical change to all aspects of peoples' lives. Ideas from classical governments, along with new ways of thinking resulting from the Renaissance and Reformation, caused individuals to view their relationship with government in new ways. These revelations led to political, social, and cultural revolutions in Europe, and the Americas including changing ideas about class, race and identity. The Industrial Revolution changed the way in which individuals lived: the production of new goods, a global movement of people, a division of labor, and a new stratification of society.
Strand	**Economic Concepts**
MLS	Examine the connections among natural resources, entrepreneurship, innovation, labor, and capital to determine their effects on an industrial economy in Europe, Africa, Asia and the Americas.

Expectation Unwrapped	DOK Ceiling – 3
The student will define and apply economic concepts to the period of industrialization to explain increased and decreased economic productivity and activity. The student will recognize that economic forces and decisions significantly affected the economies in Europe, Africa, Asia, and the Americas.	**Item Format**
	Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, the following: • Draw conclusions about how the following economic concepts changed industrial economies: natural resources, labor, capital, markets, colonies, entrepreneurs, and innovation	• Draw conclusions about how the following economic concepts changed industrial economies: natural resources, labor, capital, markets, colonies, entrepreneurs, and innovation. • What economic factors led some countries to gain power while other countries stagnated?
Stimulus Materials Primary sources, secondary sources, maps, charts, graphs	

World History II: Content Standard	9-12.WH.5.EC.A

Theme	**Modern Era**
	The conditions and developments of the late nineteenth and twentieth centuries significantly influence today's world. Imperialism, nationalism, and economic transformations contributed to the first World War. Economic collapse of the 1930s enabled the rise of totalitarianism which sparked World War II. The polarization which followed the world wars resulted in competition and conflict between the United States and Soviet Union. Technology played a vital role in conflicts and cooperation as well as the increasing globalization of the world. These developments greatly impacted cultural diffusion along with the movement and displacement of peoples.
Strand	**Economic Concepts**
MLS	Analyze economic systems such as market, mixed, and command to determine their impact on economic growth, labor markets, rights of citizens, the environment, and resource allocation in and among regions.

Expectation Unwrapped	DOK Ceiling – 3
The student will differentiate among key components of market, mixed, and command economies, such as who controls factors of production, rights of citizens, private versus public ownership, and extent of government involvement/regulation.	**Item Format**
	Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, the following: • Use primary sources to connect a particular economic system to intended and unintended consequences, such as economic growth, labor markets, rights of citizens, the environment, and resource allocation • Use primary and secondary sources to differentiate the effects of each type of economy in relation to economic growth, labor markets, rights of citizens, the environment, and resource allocation	• Use primary sources to connect a particular economic system to intended and unintended consequences, such as economic growth, labor markets, rights of citizens, the environment, and resource allocation. • Use primary and secondary sources to differentiate the effects of each type of economy in relation to economic growth, labor markets, rights of citizens, the environment, and resource allocation. • How did the following country ____ decisions impact their economic growth?
Stimulus Materials Primary sources, secondary sources, graphs, charts, maps	

World History II: Content Standard	9-12.WH.5.EC.B

Theme	**Modern Era**
	The conditions and developments of the late nineteenth and twentieth centuries significantly influence today's world. Imperialism, nationalism, and economic transformations contributed to the first World War. Economic collapse of the 1930s enabled the rise of totalitarianism that sparked World War II. The polarization that followed the world wars resulted in competition and conflict between the United States and Soviet Union. Technology played a vital role in conflicts and cooperation as well as the increasing globalization of the world. These developments greatly impacted cultural diffusion along with the movement and displacement of peoples.
Strand	**Economic Concepts**
MLS	Evaluate the response of individuals, groups, and governments to economic, environmental, health, and medical challenges to understand how systems change and evolve over time.

Expectation Unwrapped	DOK Ceiling – 3
There are numerous examples of individuals, groups, and governments that have responded to challenges in the modern era. The student will analyze primary and secondary sources to evaluate the response of individuals, groups, and governments to economic, environmental, health, and medical challenges. The student will trace how individuals, groups, and governments have prompted change. The student will be able to evaluate the effectiveness of those responses.	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, the following: • Use primary and secondary sources that include case studies of individuals, groups, and/or governments that have affected change and evaluate the effectiveness of their responses • Match changes in governments, economic systems, and health and medical institutions with individuals, groups, and movements which prompted the change • Prepare evidence-based research findings to share with an audience	• Use primary and secondary sources that include case studies of individuals, groups, and/or governments that have affected change and evaluate the effectiveness of their responses. • Analyze the changes in governments, economic systems, and health and medical institutions over time with individuals, groups, and movements that prompted the change. • Prepare evidence-based research findings to share with an audience. • How did the following country attempt to address economic, environmental, and medical challenges? How effective were these responses?
Stimulus Materials	
Primary and secondary sources, maps, charts, graphs, timelines	

People, Groups, and Cultures

World History II: Content Standard	9-12.WH.2.PC.A

Theme	**Accelerated Exchange** The study of world history begins with a brief review of areas of wealth including African cultures, the Islamic world, and Chinese dynasties. The links among regions through travel are emphasized, which illustrates interregional connections in the period of accelerated exchange. Examples include West Africa, the Eurasian heartland, and the oceanic routes of the South China Sea and the Indian Ocean. The rebirth of education, arts, and sciences, along with major shifts in perspectives of culture, government and the Church, shaped the Western world. Students will examine how the accelerated exchanges occurring before the Renaissance and Reformation challenged old ideas and created new solutions for an emerging modern world.
Strand	**People, Groups, and Cultures**
MLS	Explain how scientific and technological advancements impacted the interconnectedness within and among regions.

Expectation Unwrapped	DOK Ceiling – 2
The student will explain how scientific and technological advancements contributed to increased interconnectedness with and among regions (such as terrace farming, chinampas, three-field system, dhow ships, lateen sails, rudders, camel saddles, compass, astrolabe, knowledge of monsoon winds, metallurgy, gunpowder, Viking longboat, qanat irrigation system).	**Item Format** Selected Response, Constructed Response, Technology Enhanced
Content Limits/Assessment Boundaries Content may include, but is not limited to, the following: • Match a scientific or technological advancement with its impact on interconnectedness among regions • Infer how technological and scientific advancements are solutions to the geographic challenges or opportunities of places	**Sample Stems** • Match a scientific or technological advancement with its impact on interconnectedness among regions. • Infer how technological and scientific advancements are solutions/responses to the geographic challenges or opportunities of places. • Which invention allowed for the most advancement prior to the Age of Discovery? Justify your answer.
Stimulus Materials Primary sources, secondary sources, charts, maps, graphs, timelines	

World History II: Content Standard	9-12.WH.2.PC.B

Theme	**Accelerated Exchange**
	The study of world history begins with a brief review of areas of wealth including African cultures, the Islamic world, and Chinese dynasties. The links among regions through travel are emphasized, which illustrates interregional connections in the period of accelerated exchange. Examples include West Africa, the Eurasian heartland, and the oceanic routes of the South China Sea and the Indian Ocean. The rebirth of education, arts, and sciences, along with major shifts in perspectives of culture, government and the Church, shaped the Western world. Students will examine how the accelerated exchanges occurring before the Renaissance and Reformation challenged old ideas and created new solutions for an emerging modern world.
Strand	**People, Groups, and Cultures**
MLS	Analyze the intellectual, architectural, and artistic achievements of the Renaissance resulting from the rebirth of Classical ideas.

Expectation Unwrapped	DOK Ceiling - 3
The student will analyze examples of various achievements of the Renaissance (such as sculpture, philosophy, architecture, music, paintings, literature) and explain how they represent the ideals and values of the Renaissance. The student will make connections between the achievements of the period and the historical context from which they were developed.	**Item Format**
	Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, the following: - Use stimuli (such as artwork, primary source excerpts, music, literature) to identify the characteristics of the thoughts/products which reflected the realities and trends of the time and/or challenged the status quo - Sort or categorize works of the Renaissance to explain their significance and connection to the period - Develop a concept map that shows the various kinds of advancements of the period, providing examples for each	- Use stimuli (such as artwork, primary source excerpts, music, literature) to identify the characteristics of the thoughts/products which reflected the realities and trends of the time and/or challenged the status quo - Sort or categorize works of the an artistic period to explain their significance and connection to the period - Develop a concept map that shows the continuities of the period, providing examples and justifications for each.
Stimulus Materials	
Primary sources (such as propaganda, philosophical literature, artwork, music, literature), secondary sources	

World History II: Content Standard	9-12.WH.2.PC.C

Theme	**Accelerated Exchange**
	The study of world history begins with a brief review of areas of wealth including African cultures, the Islamic world, and Chinese dynasties. The links among regions through travel are emphasized, which illustrates interregional connections in the period of accelerated exchange. Examples include West Africa, the Eurasian heartland, and the oceanic routes of the South China Sea and the Indian Ocean. The rebirth of education, arts, and sciences, along with major shifts in perspectives of culture, government and the Church, shaped the Western world. Students will examine how the accelerated exchanges occurring before the Renaissance and Reformation challenged old ideas and created new solutions for an emerging modern world.
Strand	**People, Groups, and Cultures**
MLS	Analyze the historic development of Islam, as well as the expansion of Christianity, Islam, Buddhism, in order to explain their transformations and roles in conflict and cooperation.

Expectation Unwrapped	DOK Ceiling – 3
The student will trace the rise of Islam from its origins on the Arabian peninsula to its spread through North Africa to Europe. The student will identify why and how major religions expanded over time. The student will make connections between religious expansion, economic interactions and major conflicts of the period.	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, the following: - Use stimuli to identify examples of conflict and/or cooperation between major religions of this time period - Identify the reasons/methods for the spread of Islam, Christianity, and Buddhism - Compare/contrast the methods of religious expansion employed by Christians, Muslims, and Buddhists	- Use stimuli to identify examples of conflict and/or cooperation between major religions of this period. - Identify the reasons/methods for the spread of Islam, Christianity, and Buddhism. - Compare/contrast the methods of religious expansion employed by Christians, Muslims, and Buddhists. - Explore the impact of contact, conversion, and coexistence in the diffusion of major world religions.
Stimulus Materials Primary sources, secondary sources, maps, charts, graphs, timelines	

	World History II: Content Standard	9-12.WH.3.PC.A
Theme	**Age of Discovery and Exchange** Unprecedented global interconnectedness resulted from the growth of empires, the spread and transformation of religions, and the age of exploration and colonization. This period of global exploration, inspired by technological and intellectual innovation along with economic pressures, connected previously isolated areas resulting in a global cultural exchange. This exchange expanded interregional systems of trade and communication, cultural interrelations, and learning. During this period, great empires in the old and new world developed, expanded and collapsed.	
Strand	**People, Groups, and Cultures**	
MLS	Analyze the exchange of people, goods and ideas to determine their impact on global interdependence and conflict.	

Expectation Unwrapped	DOK Ceiling – 3
The student will describe how the period of discovery and exchange resulted in both global interdependence and conflict (such as Triangular Trade and Columbian Exchange). The student will determine the impact of both of these developments (such as introduction of firearms to Africa and Japan, competition/conflict among European countries).	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, the following: • Identify examples of global interdependence from this time period • Identify examples of conflict generated by global interaction and exchange from this time period • Use stimuli to develop an argument analyzing the impact of the exploration and exchange	• Identify examples of global interdependence from this period. • Identify examples of conflict generated by global interaction and exchange from this period. • Use stimuli to develop an argument analyzing the impact of the exploration and exchange • Compare different countries' impact on groups of specific people around the world.
Stimulus Materials Primary sources, secondary sources, maps, charts, graphs, timelines	

World History II: Content Standard	9-12.WH.3.PC.B

Theme	**Age of Discovery and Exchange**
	Unprecedented global interconnectedness resulted from the growth of empires, the spread and transformation of religions, and the age of exploration and colonization. This period of global exploration, inspired by technological and intellectual innovation along with economic pressures, connected previously isolated areas resulting in a global cultural exchange. This exchange expanded interregional systems of trade and communication, cultural interrelations, and learning. During this period, great empires in the old and new world developed, expanded and collapsed.
Strand	**People, Groups, and Cultures**
MLS	Determine the extent and impact of cultural exchange, interaction, and disruption that resulted from the Columbian Exchange and European expansion in the Eastern and Western Hemispheres.

Expectation Unwrapped	DOK Ceiling – 3
The student will identify short-term and long-term consequences of cultural exchange and interaction resulting from the Columbian Exchange (diffusion/destruction of cultures; syncretic religions such as Vodun and Santeria in Caribbean, Christianity in Asia; languages such as Creole, Gullah).	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, the following: • Use stimuli to identify short term and long-term benefits and consequences of cultural exchange and interaction resulting from the Columbian Exchange- new traditions, new foods, etc. • Use stimuli to correctly identify connections between causes of cultural interaction and outcomes of these events	• Use stimuli to identify short term and long-term consequences of cultural exchange and interaction resulting from the Columbian Exchange. • Use stimuli to correctly identify connections between causes of cultural interaction and outcomes of these events.
Stimulus Materials Primary sources, secondary sources, maps, charts, graphs	• How did European expansion change after coming in contact with indigenous cultures? How did the indigenous culture impact Europe?

	World History II: Content Standard	9-12.WH.3.PC.C
Theme	**Age of Discovery and Exchange** Unprecedented global interconnectedness resulted from the growth of empires, the spread and transformation of religions, and the age of exploration and colonization. This period of global exploration, inspired by technological and intellectual innovation along with economic pressures, connected previously isolated areas resulting in a global cultural exchange. This exchange expanded interregional systems of trade and communication, cultural interrelations, and learning. During this period, great empires in the old and new world developed, expanded and collapsed.	
Strand	**People, Groups, and Cultures**	
MLS	Assess changing ideas of class, ethnicity, race, gender, and age to affect a person's roles in society and social institutions.	

Expectation Unwrapped	DOK Ceiling – 3
The student will identify how the age of discovery impacted the roles of class, ethnicity, race, gender, and age. The student will draw conclusions about the varying impact of this period on the roles of individuals and groups in society.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
Content Limits/Assessment Boundaries Content may include, but is not limited to, the following: • Use stimuli to identify the continuity and change of one of the above roles in the age of discovery and exchange • Use stimuli to analyze the causes of continuity and change of one of the above roles throughout and across time periods • Use historical context to explain examples of changing roles of individuals and groups during this period	**Sample Stems** • Use stimuli to identify the continuity and change of one of the above roles in the age of discovery and exchange. • Use stimuli to analyze the causes of continuity and change of one of the above roles throughout and across periods. • Use historical context to explain examples of changing roles of individuals and groups during this period. • Explain how the following groups changed because of spread of cultures? • How did specific cultures try to retain their identities?
Stimulus Materials Primary sources, secondary sources, graphs, charts	

World History II: Content Standard		9-12.WH.3.PC.D
Theme	**Age of Discovery and Exchange** Unprecedented global interconnectedness resulted from the growth of empires, the spread and transformation of religions, and the age of exploration and colonization. This period of global exploration, inspired by technological and intellectual innovation along with economic pressures, connected previously isolated areas resulting in a global cultural exchange. This exchange expanded interregional systems of trade and communication, cultural interrelations, and learning. During this period, great empires in the old and new world developed, expanded and collapsed.	
Strand	**People, Groups, and Cultures**	
MLS	Trace the development and impact of religious, reform on exploration, interactions and conflicts among various, groups and nations.	

Expectation Unwrapped	DOK Ceiling – 3
The student will make connections between the Protestant Reformation and other religious movements on conflict in Europe and overseas expansion (such as Reconquista of Spain, Catholic Counter Reformation, globalization of Christianity, Thirty Years' War). Consider the Increasing power of the Ottoman Empire, Mughal Empires etc.	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, the following: • Identify the cause/effect relationship between the religious movements of the time period and their impact on the people, groups, and cultures • Describe how religious reforms and conflicts motivated various groups to explore new lands and shaped their interactions with native peoples	• Identify the cause/effect relationship between the religious movements of the period and their impact on the people, groups, and cultures. • Describe how religious reforms and conflicts motivated various groups to explore new lands and shaped their interactions with native peoples. • How did religion and exploration cause both conflict and promote cooperation in Europe, Asia, Africa, and the Americas?
Stimulus Materials Primary sources, secondary sources, charts, graphs, maps, timelines	

World History II: Content Standard	9-12.WH.4.PC.A

Theme	**Age of Revolution**
	The Enlightenment and the Age of Revolution brought radical change to all aspects of peoples' lives. Ideas from classical governments, along with new ways of thinking resulting from the Renaissance and Reformation, caused individuals to view their relationship with government in new ways. These revelations led to political, social, and cultural revolutions in Europe, and the Americas including changing ideas about class, race and identity. The Industrial Revolution changed the way in which individuals lived: the production of new goods, a global movement of people, a division of labor, and a new stratification of society.
Strand	**People, Groups, and Cultures**
MLS	Analyze the intellectual, artistic, and literary achievements of the Enlightenment and ensuing revolutions in order to determine how they challenged the status quo.

Expectation Unwrapped	DOK Ceiling – 3
The student will look at examples of art (such as sculpture, architecture, music, paintings, literature) and identify the characteristics of what they represent. The student will make connections between the products and the context of the period from which they were developed. Topics to explore could include philosophy, government change, main ideas of the Enlightenment and its impact on major revolutions including French, American, and Haitian, Mexican, etc.	**Item Format**
	Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, the following: • Use stimuli (such as photographs, artwork, primary source excerpts, music, literature) to identify the characteristics of the thoughts/products which reflected the realities and trends of the time and/or challenged the status quo • Analyze artistic works from the period; sort or categorize each by the perspective they represent; determine whether they represent (value) the status quo or embrace the changes of the period	• Use stimuli (such as photographs, artwork, primary source excerpts, music, literature) to identify the characteristics of the thoughts/products which reflected the realities and trends of the time and/or challenged the status quo. • Analyze artistic works from the period; sort or categorize each by the perspective they represent; determine whether they represent (value) the status quo or embrace the changes of the period. • Analyze the reasons of thought that spurred the Enlightenment. What was the impact of these ideas on different areas of the world?
Stimulus Materials	
Primary sources (such as propaganda, political cartoons, philosophical literature, artwork, music, literature), secondary sources	

World History II: Content Standard	9-12.WH.4.PC.B
Theme	**Age of Revolution** The Enlightenment and the Age of Revolution brought radical change to all aspects of peoples' lives. Ideas from classical governments, along with new ways of thinking resulting from the Renaissance and Reformation, caused individuals to view their relationship with government in new ways. These revelations led to political, social, and cultural revolutions in Europe, and the Americas including changing ideas about class, race and identity. The Industrial Revolution changed the way in which individuals lived: the production of new goods, a global movement of people, a division of labor, and a new stratification of society.
Strand	**People, Groups, and Cultures**
MLS	Analyze new technologies and new forms of energy to determine their effects on the lives of individuals, groups, and societal organization.

Expectation Unwrapped	DOK Ceiling – 3
The student will describe new technologies and forms of energy, such as steam engine and electricity, and explain the impact of these technologies on individuals, groups, and societal organization. Areas affected could include women and children in the workplace, other labor laws, factory system, unionization, and education system. The student will examine the impact of technology on daily life: • Living conditions • Urbanization • Nature of work • Social classes/wealth • Changes in family and community networks • Ethnic minorities • Railroads • Industrialization	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, the following: • Explain how technology/new forms of energy have increased people's ability to modify their environment • Use stimuli to analyze the advantages and disadvantages of new technologies/forms of energy on the lives of individuals, groups and societal organization • Compare and contrast daily life before and after the Industrial Revolution, such as family structure, patterns of work, and demographic changes	• *Explain how technology/new forms of energy have increased people's ability to modify their environment* • *Use stimuli to analyze the advantages and disadvantages of new technologies/forms of energy on the lives of individuals, groups and societal organization* • *Compare and contrast daily life before and after the Industrial Revolution, such as family structure, patterns of work, and demographic changes.* • *How did industrialization negatively and positively impact the following groups' lives?*
Stimulus Materials Primary sources, secondary sources, maps, charts, graphs	

World History II: Content Standard	9-12.WH.4.PC.C

Theme	**Age of Revolution** The Enlightenment and the Age of Revolution brought radical change to all aspects of peoples' lives. Ideas from classical governments, along with new ways of thinking resulting from the Renaissance and Reformation, caused individuals to view their relationship with government in new ways. These revelations led to political, social, and cultural revolutions in Europe, and the Americas including changing ideas about class, race and identity. The Industrial Revolution changed the way in which individuals lived: the production of new goods, a global movement of people, a division of labor, and a new stratification of society.
Strand	**People, Groups, and Cultures**
MLS	Analyze social and educational reform movements to determine their impact on the challenges brought about by revolutions.

Expectation Unwrapped	DOK Ceiling – 3
The student will trace the origins of social and educational reforms (such as lycees in France, women's rights/Mary Wollstonecraft/Declaration of the Rights of Women, economic theories). The student will identify the extent to which educational and social reforms are solutions to the challenges of the newly formed governments and the Industrial Revolution (child labor laws, compulsory public education, suffrage, abolition, unionization, workers' rights, and mental health reform.)	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, the following: • Use stimuli (such as diary entry, excerpt from laws, quotes) to analyze the relationship of reforms to challenges of the era • Match/categorize social and educational reforms of this era to the challenges they were intended to solve	• Use stimuli (such as diary entry, excerpt from laws, quotes) to analyze the relationship of reforms to challenges of the era. • Match/categorize social and educational reforms of this era to the challenges they were intended to solve • How were other social movements impacted by revolutionary thought?

Stimulus Materials	
Primary sources (such as diary entries, excerpts from laws, quotes), secondary sources, charts, graphs	

World History II: Content Standard		9-12.WH.4.PC.D
Theme	**Age of Revolution** The Enlightenment and the Age of Revolution brought radical change to all aspects of peoples' lives. Ideas from classical governments, along with new ways of thinking resulting from the Renaissance and Reformation, caused individuals to view their relationship with government in new ways. These revelations led to political, social, and cultural revolutions in Europe, and the Americas including changing ideas about class, race and identity. The Industrial Revolution changed the way in which individuals lived: the production of new goods, a global movement of people, a division of labor, and a new stratification of society.	
Strand	**People, Groups, and Cultures**	
MLS	Analyze political, social, cultural, artistic and economic revolutions to determine how they impacted concepts of class, race, tribe, slavery, and caste affiliation.	

Expectation Unwrapped	DOK Ceiling – 3
With stimuli, the student will identify how the revolutions of the era changed the role of individuals and groups in relationship to one another: • Artistic trends, such as Baroque, Neoclassical, Romanticism, realism • Changes in the class system • Slavery and abolition movements • Race/tribe and imperialism in Africa and Asia • Conservatism and liberalism, socialism, communism/Marxism • Natural Selection/Social Darwinism • Changes in medical thought	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries
Content may include, but is not limited to, the following:
• Use stimuli to analyze how the artistic trends reflected the philosophies and realities of the era
• Rank the extent to which given specific revolutionary trends each impacted individuals and groups:
   o Relationship between/definitions of social classes or castes
   o Changing definition of race/ethnicity
   o Systems of slavery or similar exploitation for economic gain
	Sample Stems
	• Use stimuli to analyze how the artistic trends reflected the philosophies and realities of the era.
	• Rank the extent to which given specific revolutionary trends each impacted individuals and groups:
	• Relationship between/definitions of social classes or castes
	• Changing definition of race/ethnicity
	• Systems of slavery or similar exploitation for economic gain
	• How did Romanticism show the changes occurring in Europe?
	• How did the theories of liberalism, conservatism, socialism, and communism change the way governments approached domestic and foreign issues?

Stimulus Materials Primary sources, secondary sources, charts, graphs, maps	

World History II: Content Standard	9-12.WH.5.PC.A

Theme	**Modern Era**
	The conditions and developments of the late nineteenth and twentieth centuries significantly influence today's world. Imperialism, nationalism, and economic transformations contributed to the first World War. Economic collapse of the 1930s enabled the rise of totalitarianism that sparked World War II. The polarization that followed the world wars resulted in competition and conflict between the United States and Soviet Union. Technology played a vital role in conflicts and cooperation as well as the increasing globalization of the world. These developments greatly impacted cultural diffusion along with the movement and displacement of peoples.
Strand	**People, Groups, and Cultures**
MLS	Analyze causes and patterns of human rights violations and genocide and suggest resolutions for current and future conflicts.

Expectation Unwrapped	DOK Ceiling – 3
The student will identify various instances of human rights violations and genocide throughout the world. The student will analyze long term and immediate causes of these atrocities. The student will use understanding of the progression of atrocities to propose solutions for current and future conflicts.	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, the following: - Describe the course of various human rights violations (such as Apartheid, human trafficking) and genocides (such as the Armenia, Holocaust, Cambodia, Kurds, Rwanda, Srebrenica) throughout history - Summarize patterns/similarities between various human rights abuses - Use stimuli to propose solutions for current and future conflicts - United Nations stance on universal human rights	- Describe the course of various human rights violations (such as Apartheid, human trafficking) and genocides (such as the Holocaust, Cambodia, Rwanda, Srebrenica) throughout history. - Summarize patterns/similarities between various human rights abuses. - Use stimuli to propose solutions for current and future conflicts - What themes do human rights violations have in common? How successful has the United Nations been at protecting human rights?
Stimulus Materials Primary sources (such as diary excerpts, first-hand accounts, news reports, print articles), secondary sources, charts, maps, graphs	

World History II: Content Standard	9-12.WH.5.PC.B

Theme	**Modern Era**
	The conditions and developments of the late nineteenth and twentieth centuries significantly influence today's world. Imperialism, nationalism, and economic transformations contributed to the first World War. Economic collapse of the 1930s enabled the rise of totalitarianism that sparked World War II. The polarization that followed the world wars resulted in competition and conflict between the United States and Soviet Union. Technology played a vital role in conflicts and cooperation as well as the increasing globalization of the world. These developments greatly impacted cultural diffusion along with the movement and displacement of peoples.
Strand	**People, Groups, and Cultures**
MLS	Analyze the process of globalization to determine its effects on global conflict and cooperation.

Expectation Unwrapped	DOK Ceiling – 3
The student will explain the trend toward global interdependence over time, noting events and advancements that led to global interaction. The student will make connections between this trend and international conflicts and cooperation between nations. The student will identify examples of how globalization affects his or her life and society.	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, the following: • Identify specific examples of globalization within their own lives (cultural exchange, technology, goods from other nations, ease of travel, employment trends) • Use stimuli such as maps, graphs, and charts, to trace the changing distribution of goods and resources and summarize the global connections that have resulted • Use stimuli to explain the relationship between global interaction and conflicts (within and between nations) that result from global interactions	• Identify specific examples of globalization within their own lives (cultural exchange, technology, goods from other nations, ease of travel, employment trends). • Use stimuli such as maps, graphs, and charts, to trace the changing distribution of goods and resources and summarize the resulting global connections. • Use stimuli to explain the relationship between global interaction and conflicts (within and between nations) that result from global interactions. • Follow the production of a product from start to its sale in the market. Discuss the globalization of products and the impacts on consumers.
Stimulus Materials Primary sources, secondary sources, maps, charts, graphs, timelines	

World History II: Content Standard	9-12.WH.5.PC.C

Theme	**Modern Era**
	The conditions and developments of the late nineteenth and twentieth centuries significantly influence today's world. Imperialism, nationalism, and economic transformations contributed to the first World War. Economic collapse of the 1930s enabled the rise of totalitarianism that sparked World War II. The polarization that followed the world wars resulted in competition and conflict between the United States and Soviet Union. Technology played a vital role in conflicts and cooperation as well as the increasing globalization of the world. These developments greatly impacted cultural diffusion along with the movement and displacement of peoples.
Strand	**People, Groups, and Cultures**
MLS	Analyze the technological, intellectual, artistic, and literary achievements of the modern era to determine how society reflects and challenges the status quo.

Expectation Unwrapped	DOK Ceiling – 3
The student will look at examples of technology and art (such as sculpture, architecture, music, paintings, literature) and identify the characteristics of what they represent. The students will make connections between the products and the context of the period from which they were developed.	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but not limited to, the following: • Use stimuli (such as photographs, artwork, primary source excerpts, music, literature) to identify the characteristics of the thoughts/products which reflected the realities and trends of the time and/or challenged the status quo	• Use stimuli (such as photographs, artwork, primary source excerpts, music, literature) to identify the characteristics of the thoughts/products which reflected the realities and trends of the time and/or challenged the status quo. • How have modern day artists intertwined challenges in their countries to influence their work?
Stimulus Materials Primary sources (such as propaganda, political cartoons, philosophical literature, artwork, music, literature), secondary sources	

World History II: Content Standard	9-12.WH.5.PC.D

Theme	**Modern Era**
	The conditions and developments of the late nineteenth and twentieth centuries significantly influence today's world. Imperialism, nationalism, and economic transformations contributed to the first World War. Economic collapse of the 1930s enabled the rise of totalitarianism that sparked World War II. The polarization that followed the world wars resulted in competition and conflict between the United States and Soviet Union. Technology played a vital role in conflicts and cooperation as well as the increasing globalization of the world. These developments greatly impacted cultural diffusion along with the movement and displacement of peoples.
Strand	**People, Groups, and Cultures**
MLS	Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures post c. 1450.

Expectation Unwrapped	DOK Ceiling – 3
The student will identify the roles of class, ethnicity, race, gender, and age throughout the modern era. Relevant topics could include, as appropriate: Immigrants/refugee concerns, large elderly class and health concerns, while at the same time less young people to sustain social programs, feminist movement, LGBTQIA, stagnant middle class, manufacturing jobs to developing countries, service sector in developed countries.	**Item Format** Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, the following: • Use stimuli to identify the continuity and change of one of the above roles throughout and across time periods • Use stimuli to analyze the causes of continuity and change of one of the above roles throughout and across time periods	• Use stimuli to identify and/or analyze the continuity and change of one of the above roles throughout and across periods. • How has globalism spread ideas of what it means to be human?
Stimulus Materials Primary sources (such as diary excerpts, photographs), charts, maps, graphs, data	

World History II: Content Standard	9-12.WH.5.PC.E

Theme	**Modern Era**
	The conditions and developments of the late nineteenth and twentieth centuries significantly influence today's world. Imperialism, nationalism, and economic transformations contributed to the first World War. Economic collapse of the 1930s enabled the rise of totalitarianism that sparked World War II. The polarization that followed the world wars resulted in competition and conflict between the United States and Soviet Union. Technology played a vital role in conflicts and cooperation as well as the increasing globalization of the world. These developments greatly impacted cultural diffusion along with the movement and displacement of peoples.
Strand	**People, Groups, and Cultures**
MLS	Distinguish the powers and responsibilities of citizens and institutions to address and solve world problems post c. 1450.

Expectation Unwrapped	DOK Ceiling – 3
The student will identify some of the responsibilities of a citizen, such as participation in governmental processes, responsible use of resources, and support of causes and movements. The student will identify institutions that have the purpose and function of addressing world problems. The student will determine opportunities to exact global-level change.	**Item Format**
	Selected Response, Constructed Response, Technology Enhanced

Content Limits/Assessment Boundaries	Sample Stems
Content may include, but is not limited to, the following: • Use stimuli to determine the extent to which individuals and institutions have influenced world change	• Use stimuli to determine the extent to which individuals and institutions have influenced world change. • Compare human rights in country A and country B. How are they different? • This is a great research area: individual or small group research projects under this standard mesh will with a number of priority standards.
Stimulus Materials	
Primary sources, secondary sources, maps, charts, graphs	